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THE MENTOR

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THE MENTOR

VOL. I.

JANUARY, 1891.

No. 1.

INTRODUCTION.

AMONG the many candidates for literary notice and esteem, it is surely very pleasant to welcome a new-comer into the field.

Monthly magazines were once rare among us ; but their number has considerably increased of late. They come to us now from far and near, representing regions remote from each other and points of interest very various in character.

No one of these publications should be more heartily welcomed in our midst than the latest arrival in their great family, the monthly magazine about to be started in the interest of the blind by the Alumni Association of the Perkins Institute. It should add to the happiness of all lovers of humanity to learn how widely the sources of instruction and high enjoyment have been opened for this class of persons, for whom, as Milton feelingly says, is

“ Knowledge at one entrance quite shut out.”

The chivalrous heart of Dr. Howe resolved, half a century ago, that every possible effort should be made in their case to supplement the physical defect by the appliances of the best mental and industrial discipline. His sagacious mind also perceived that the first step toward the rehabilitation of these disinherited ones should lead them on the way to self-

support, by which they would become, not only objects of care and compassion, but heirs to all the privileges of human life, and, foremost among them, to that of individual independence.

To this end, while their intellectual training has been of the best, such trades and professions have been introduced among them as are suited to their physical condition. The delightful art of music is wholly within their reach; and in its domain, whether as teachers, performers, or artisans, their services are recognized as valuable to the community. Their attainments in various departments of study afford a valuable example of what human energy is able to effect in spite of the most serious impediments to labor and progress. The publication of a monthly magazine, under the management of persons deprived of sight, marks a new period of development among them. With all else that has been imparted to them, they have come to learn the great benefit of associated effort and action. The paper now and henceforth to be issued by them will go far and wide through the country, bringing and binding together those who, though united by a common misfortune, would rarely be able to meet in person. They will also make it evident, no doubt, that the blind, on whose education so much care and cost have been expended, have their word to say, their lesson to teach in the world of letters.

We bespeak for their valorous effort the generous support and co-operation of the community. May it contribute to make their personal privation, severe as it is, appear less and less an absolute and irremediable misfortune, more and more a visitation which, while leading to the sharper encounter with great odds, shall lead also to the crown promised to "them that overcome."

JULIA WARD HOWE.

TO OUR READERS.

FRIENDS AND SUBSCRIBERS,— *The Mentor* extends to you a cordial greeting, and asks your suffrage in seeking to enhance the value of every good word and work for the blind by sending a knowledge of it abroad to those in need, and in the effort to secure mutual co-operation in obtaining information of the condition and needs of the sightless in all parts of the world, in studying methods of education, in extending the range of profitable pursuits, and in raising the standard of possibilities for the blind and facilitating the means of its attainment.

The laborers in this cause are working singly, or in little groups scattered here and there throughout our own and other countries, often at distances of hundreds of miles apart. Theirs is, perforce, independent work. The leader of each band has it in his power to plan and to build such an educational, industrial, or domestic structure as his architectural skill may devise. This liberty gives marvellous opportunity. With wisdom to direct it, what may it not accomplish? But knowledge is a prerequisite of wisdom. Hence the need of information concerning what has been and what may be done, successes and failures and the causes thereof.

It is the commercial cities of the world that have the largest and most vigorous growth; and this not alone in population and material wealth, but in industrial activity, in intellectual development, in the means of æsthetic culture, and in the abundance of opportunities for the diffusion of refining and ennobling influences. Hence *The Mentor* recommends commerce in the knowledge of those subjects to which it is devoted,—the interchange of ideas and suggestions, of information and experience.

Bring, therefore, your contributions to these pages! All

are welcome! Advocates of line type or of Moon's system; of Braille or of New York point; of co-education or of separation of the sexes; of special schools and "Homes" for the blind or of dispersion in common schools and general asylums,—bring, of the harvest of experience which you have reaped, for the benefit of others, and the offering which another presents may meet a need which you have felt. Bring, too, your wants and receive — sympathy surely; helpful suggestions probably; the needed relief perchance.

You whom long endurance of this deprivation has peculiarly fitted to tell its consequent disabilities and its possibilities; you whose daily life has tested the value of the means now offered for preparing blind men and women for independent, useful, and honorable careers,—bring the records of your experience, your prosperity or your defeat, and point, if you can, to better ways. The humblest record may be of value. Others have labored generously in your behalf, and to their efforts is due the ability which you possess. It is now your duty to share in the work,—to do, indeed, that part of it which only by you, or by the results of your experience, can be done aright.

Schools, industrial establishments, and individuals in need of teachers, officers, or assistants, and you who are seeking situations of this character, bring hither your wants, and *The Mentor* will go forth in search of what you need.

Brave toilers in far-off missions where a terrible need of help for the sightless is but one of the many claims thrust upon you, bring here the tale of suffering, and through these pages it may touch some hearts skilled in the knowledge of measures of relief, and responsive to your appeal.

Come with theories and methods, with advice and suggestions, with defeats and discouragements, with questions and with topics for debate! These pages are open for the friendly and profitable discussion of all subjects which will promote the cause to which they are pledged.

The Mentor is the child of an ardent wish for more perfect culture and a broader field of labor, and it steps forth into the world in the faith that, however weak and imperfect the

efforts of its childhood may be, a generous purpose will nourish its growth and develop its powers until it shall become a universal medium for the diffusion of knowledge on all topics especially concerning the blind, and a faithful counselor to those whom it desires to serve.

THE NEW GOSPEL.

SOME years since, in attending a convention of the instructors of the blind, held in the city of Philadelphia, I was forcibly impressed with the meagreness of the topics under discussion, and with the narrowness of the views expressed as to the training of the blind. Since that time I have conversed with many eminent men, both in Great Britain and America, who were either directly or indirectly interested in the education of the blind, and have found that, with a few notable exceptions, these persons held a mistaken idea as to the training of blind youth. The majority of instructors are evidently strong in the belief that a person deprived of sight should be so trained as to be entirely self-dependent; and I have frequently been assured that, when the sense of sight is lost, the other senses should be developed so as not to make the loss apparent. The gospel I would preach would be far different from the above. I believe that self-dependence on the part of those who are blind narrows the field of employment, checks enterprise, and hinders progress. While touch is a very delicate and useful sense, it is not a substitute for sight, and in the general occupations of our fellow-men holds a very secondary position. If this be true, it must be evident to all thinking persons, that, if the blind are dependent for their success in life upon four senses, their occupations must be indeed limited, while their chances of securing good positions, winning fame, and amassing fortunes are reduced to *nil*. Light is indispensable to the work-a-day world, and it is equally indispensable to the blind; and never, until this

truth is realized, will any person deprived of sight rise above mediocrity. The author of the "Conquest of Mexico" would have done little in gaining a knowledge of the Aztecs, had he been obliged to depend upon touch in searching the Spanish Archives. What is true of this great historian is equally true of every successful blind man from Homer down, and will continue to be true in the coming ages. Blind persons should not be taught to regard the utilization of sight as unmanly or dependent. It is true that one may read easily and well in the several systems of embossed print, and that pleasure and profit are secured by so doing; but who among us does not infinitely prefer to listen to a book read aloud by one having sight? and is not the pleasure and profit infinitely increased under the latter condition? What is true of reading is true of hundreds of other occupations; and, while we utilize the sight of others, it by no means follows that we in any way diminish our self-respect. The sight, the touch, and the hearing are all grand senses, but it is the brain that directs them all; and in the quantity and quality of the brain blind persons stand on exactly the same level with persons blessed with sight. I trust that the readers of this brief article will realize this fact, and will determine to push ahead on the lines of the new gospel, and not be content to follow forever the two or three special callings in one or more of which they have been trained in schools for the blind. Blind persons must assert themselves: they must take their places in the community without regard to their blindness, and they must never allow their lack of sight to stand between them and success.

C. F. FRASER,
Superintendent School for the Blind,
Halifax, N.S.

THE MENTOR.

PUBLISHED MONTHLY (FOR TEN MONTHS OF THE YEAR).

Terms, one dollar per year, payable in advance. Single copies, twelve cents.

**Address THE MENTOR, No. 37 Avon Street,
Boston, Mass.**

The only magazine in the United States devoted to the interests of the blind, it aims —

To supply information on educational matters :

To keep abreast of the times in extending a knowledge of new departments of work :

To bring the blind of this vast country into closer sympathy, and to promote an interchange of thought and friendly feeling with those of other lands :

To establish a community of interest between the blind and the seeing,—“Each for all and all for each” :

To open an avenue of information whereby the seeing may learn of the work being done for the sightless, and what they are doing for themselves and for others,—knowledge hitherto inaccessible to the general reader :

To provide a platform for the friendly discussion of educational, industrial, and social topics, and to give to superintendents and teachers, monthly, that stimulus which conventions and congresses bring only at biennial, or longer periods.

To the blind of every land, to parents, teachers, and friends, to *all* who are in sympathy with progressive thought and endeavor, and desirous of bringing the sighted and sightless into relations of mutual helpfulness, this magazine is an indispensable ally.

COMMENTS OF SUBSCRIBERS.

GARDNER'S TRUST FOR THE BLIND, 1 POETS' CORNER,
WESTMINSTER, LONDON, S.W.

I have been much interested in many of the articles, and I think that the magazine must be found most useful to those who are working on behalf of the blind.

HENRY J. WILSON, *Secretary*.

FLORIDA INSTITUTE FOR THE DEAF AND THE BLIND,
ST. AUGUSTINE, FLA.

I regard this publication as a valuable one, indeed, and I hope it is getting the support which it deserves.

WM. A. CALDWELL.

OWENSBORO, KY.

We can't do without *The Mentor*. You have no idea how many things I have been taught by it. . . . Ten times the subscription price would not compensate me for its loss.

FANNIE C. OWEN.

ST. LAWRENCE UNIVERSITY, CANTON, N.Y.

1 You may consider me a perpetual subscriber.

A. B. HERVEY.

PITTSBURGH, PA.

Enclosed you will find one dollar in payment of my subscription for the current year, to *The Mentor*, which, if it affords me one half the pleasure and profit it has during the past twelvemonth, will be worth much more than the cost.

ROBT. H. FENN.

ENFIELD, ME.

First I must thank you for *The Mentor*, that little book is such a help and comfort to me; it teaches me so much and helps me to live my daily life.

MRS. M. F. MESSER.

BUFFALO, N.Y.

I have been very much interested in *The Mentor* during the past year, and congratulate you in giving to the public so helpful and interesting a journal.

F. PARK LEWIS, M.D.

CHAUMONT, N.Y.

I listen with eagerness to the words of ringing eloquence and pathetic pleading that speak through the pages of our dear magazine, and earnestly pray that all conflicting opinions regarding the best methods for promoting our advancement may speedily be harmonized into the groundwork of grander schemes, which will meet with no impediment.

A. ROSALTHE CAREY.

SEWICKLEY, PA.

The Mentor is just the thing we all needed long ago; and I hope it will prove a financial success, as it has done in a literary sense.

ALDEN F. HAYS.

CLEVELAND, OHIO.

I will enclose a dollar for my subscription to another year of *The Mentor*. This magazine is becoming very valuable to me, and its arrival each month is looked forward to with much pleasure.

H. E. BOESCH.

INDIANA INSTITUTION FOR THE BLIND, INDIANAPOLIS, IND.

Let me assure you that we all heartily enjoy your periodical, and I shall take pleasure in spreading its circulation.

E. E. GRIFFITH.

SCHOOL FOR THE BLIND, FARIBAULT, MINN.

Wishing for your valuable little magazine and for yourself personally all possible success, I remain,
Very truly yours,

JAMES J. DOW.

GARDEN CITY, KAN.

Earnestly desirous to assist in promoting the interests of *The Mentor*, and anticipating the pleasure of a talk with its readers in the near future, I remain,
Your sincere friend and grateful well-wisher,

BARBARA WHITSON.

COLORADO SCHOOL FOR THE DEAF AND THE BLIND,
COLORADO SPRINGS, COL.

I am very much pleased with the magazine, and derive much valuable aid from perusing its pages. I hope you will have the success you so richly merit.

JOHN E. RAY.

CALIFORNIA INST. FOR THE DEAF AND DUMB AND THE BLIND,
BERKELEY, CAL.

I agree with you that the blind and all those interested in them should do all in their power to make *The Mentor* a power for good throughout the world.

C. T. WILKINSON.

ST. PETERSBURG, RUSSIA.

Your *Mentor* I find very interesting.

H. BLESSIG.

NEW SOUTH WALES INST. FOR THE DEAF AND DUMB AND THE BLIND,
SYDNEY, N.S.W.

We are very much pleased with *The Mentor* so far, and wish it every success. The numbers already issued contain some very useful and interesting information, not only for the blind, but for the seeing also.

ELLIS ROBINSON, *Hon. Sec.*

SYKEFIELD, LEICESTER, ENGLAND.

I read the magazine with much interest, and from time to time derive from it much useful information on the subject of the blind, especially in "At Home and Abroad" and in "Editorial Notes,"

WILLIAM HARRIS.

RICHMOND, SURREY, ENGLAND.

May I express my warmest approval of your publication, *Mentor*. It is a work that has been long needed, and I hope you will be able to continue it.

MARIABELLA ELIOT HODGKIN.

MISSOURI SCHOOL FOR THE BLIND, ST. LOUIS, MO.

Permit me to congratulate you upon the success of *The Mentor*. You have done all, and more than you promised, and given us a first-class magazine at a trifling cost. I consider any single number worth the price of a year's subscription, and think that every true friend of the blind ought to give you all possible aid and encouragement in the splendid work you are doing.

JNO. T. SIBLEY.

ROMNEY, W. VA.

I honestly believe that within fifty years no single enterprise has been undertaken fraught with such large possibilities of usefulness to this class of our people as *The Mentor*.

H. H. JOHNSON, in *The West Virginia Tablet*.

CONCORD, MICH.

I wish to assure you of my continued and unqualified indorsement of your journal. . . . It has not been published in the interest of any particular school, individual, or party, but with entire fairness and impartiality it has efficiently sought to promote the general welfare of the blind everywhere.

A. M. SHOTWELL.

ÆSTHETIC CULTURE OF THE BLIND.

[*From the German.*]

TRANSLATED BY SARA WHALEN.

I.

ÆSTHETIC culture has not heretofore been an object of discussion, nor has it found particular consideration in any branch of literature pertaining to the blind,—for this reason, that the pedagogics for the blind, which only for a century past has become an especial study, has hitherto in its battle for existence confined itself to laying, by means of experience and reflection, the foundation for the education of the blind, taking the most necessary steps for the improvement of the lot of those committed to our care, and furnishing sketch and frame for the picture upon the decoration and finishing of which we and also our successors will have to work long and incessantly. As a workman whose energy and time are devoted to the struggle for daily bread finds no leisure and means to pursue the beautiful, and as a people which must, in the earliest stages of its development, contend with nature and neighbors for existence, does not possess the freedom, power, and prosperity demanded for the enjoyment and cultivation of the artistic, so has the culture of the blind, this youngest daughter of the science of education, been heretofore confined to the solution of the problem, “How can we give the necessary amount of common education to the blind, to fit them for thoughtful, moral, and useful members of society?” But, on the other hand, the question, “How can we open to these disinherited ones of nature the realm of the beautiful, how give them that degree of æsthetic culture which will maintain the balance between their intellectual and moral education?” has been hitherto postponed, partly because — and that not without reason — the utmost importance has been placed upon the training

of the faculties of perception and volition, and because the training of the faculty of sensation among the blind, in whom the principal channel which conveys æsthetic objects to perception is stopped, meets with great difficulties, and finds only a very limited field of labor. And yet we should not neglect æsthetic culture if we wish to become skilled in our task of converting our pupils into as nearly perfect and happy beings as possible. I must, however, before I continue in my detailed statement, create a safer foundation, upon which I can build without fear and danger. In the first place, I must come to an understanding with you, my readers, concerning the signification and value of æsthetic culture in general.

The principal design of any cultivation is the development of all the powers of man to an harmonious co-operation, so that he is capable, in the highest degree possible, of obtaining the mastery over nature and over himself, and is elevated to god-likeness. The chief powers of mankind are the faculties of perception, volition, and sensation. The aim of perception is the truth, that of volition is the good, and that of sensation is the beautiful. An harmonious unfolding of these three powers, in their pursuit of the beautiful, the true, and the good, is the highest aim of all culture; and where one power is retarded in development, in comparison with the rest, there appears a distorted and imperfect product of culture. And, although it will remain the first duty of the instructor to make his pupils intelligent and virtuous members of society, by means of the cultivation of the faculties of perception and volition, yet he cannot at the same time disregard the æsthetic element. Although the conception of beauty may not cover truth and goodness, nevertheless, it is clear that they are related, and that whoever has a sense of the beautiful must also feel attracted to the true and the good. If we wish to influence the will of the pupil, we should not appeal to his reason alone, but also to his heart, and cause him to find the good, beautiful and lovable; the evil, hateful and abominable. And, if he is to find honor and high purpose in the ranks of beauty, dishonor

and disdain in the ranks of ugliness, then must his feeling for the æsthetic be advanced and conducted by means of it, so that we, beginning with the perceptive being, may form his surroundings, his exterior life and work, artistically, and, through the powerful influence of perceptive æsthetics, break a course for his cultivation toward inner beauty and nobility. We should convert the æsthetic feeling, so to speak, into an æsthetic conscience, which among active and intelligent men will bring the law of beauty constantly into practice. It will be observed in the outward appearance of the man, in his attire, companionship, conduct, and deportment, in eating and drinking, in the care and exercise of the body, in language and tone, in written statements and artistic rendering, in reverence to the Creator, and through him to his creatures. Æsthetic culture promotes, supports, and ennobles morality and religion; and no culture and no morality can, if they are to enter with any effect from without, renounce the ennobling æsthetic forms. Beauty, indeed, as the philosopher Schelling says, is nothing but the appearance of the ideal, of the godlike, in circumscribed form: it is the sensualizing of the spiritual, and, on the contrary, also the spiritualizing of the sensual. The world of beauty is that in which the intellect is conscious with pleasure of its full power and freedom. Æsthetic pleasures, be they of a receptive or productive nature, are best adapted to elevate man, particularly the blind, above the world of imperfect reality into that of the perfect, the ideal, and to charm away the miseries of his existence. And thus to the insipid life æsthetic culture affords a powerful aroma, and a beneficent remedy to the desert of the heart and the pain of the world.

Consequently, if the æsthetic movement in education cannot be dispensed with, the difficult question arises, "How shall we unfold this æsthetic world to our blind, and awaken and cultivate their sense of beauty." Every æsthetic sensation is rendered by the senses, either by touch, hearing, or sight, since the inferior senses, taste and smell, scarcely come into question here.

But the sense of touch, which is commonly counted among

the lower senses, has for the world of the blind a higher signification, and is a poor mediator of the outward world of beauty. Narrowly encompassed in its realm, it can only bring to observation the plastic forms of lesser extent to be found in the vicinity; and, as soon as these surpass in size the surface of the fingers or the hand, only the individual parts of the same are produced one after the other, whereby the momentary effect of the entire idea is lost. By far the greatest number of all æsthetic impressions are rendered by means of hearing and sight; and, of these, only those rendered by the hearing can be conveyed to our blind. But all objects of the beautiful world of God and of art, those perceived by sight, which is beauty's sense *par excellence*, do not exist for our pupil; and, even if he could grasp many of them with his sense of touch, still they have no light, no color, no life, for him. He does not perceive the vivifying beam of the sunlight. He never experiences the sublime thrill with which a view of the heavenly spaces, filled with countless brilliant bodies, inspires us. He does not feel the tender mood which the peaceful silver light of the moon awakens in us. The inspiring view of the infinite, sublime, and majestic ocean is closed to him; and earth is to him only an expanse with elevations and depressions, not the charming contrast of wooded mountains and pleasant valleys, of fields ablaze with light and forests dim. The rose, magnificently colored, has only odor and form for him; and the noble steed, which we admire in his proud prancing, is in his contemplation only a beautifully formed statue. It is denied him to draw doleful remembrances from the look on the innocent countenance of a child, or to be edified at the sight of a man of magnificent physique or of a woman of lovely mould. And, as the beautiful world of God is closed to his vision, so also does the region of arts render to his æsthetic sense only a slight profit. While the seeing person enjoys the gay ornamentation of the pictures in our houses and schools, and improves and progresses from the noble works of our picture galleries, the blind man, uninterested, passes by these objects as by empty spaces; and the statues and monuments which,

on the streets and squares, arouse in us the sense of taste and awaken elevating ideas, are for him unnoticeable, if he does not by accident, with the touch of his hand, create for himself a dim perception of their structure and their surface formation. Whose heart does not rejoice and bound at sight of the magnificent works of architecture which adorn our cities and find their representation in almost every village church? The blind man does not recognize them, except at best in a miniature fac-simile. He enters the most magnificent cathedral without experiencing the strangely æsthetic feeling which the grandeur of the heaven-reaching columns, the boldness of the high arches and vaults, the harmony in the most extensive as well as in the smallest spaces, the multitude and splendor of the ornaments and the coloring of the windows, have upon the spectator. The art of the play is also closed to him: drama and opera are to him only words and tones, without action. Indeed, even the first elements of æsthetic culture, as cleanliness, order, symmetry, behavior, and grace, are difficult for the blind to comprehend. No mirror shows him his countenance, his gait and clothing; and in no neighbor can he see an example for the care of his own person and for his deportment. Writing and also drawing, by means of which the common school cultivates the æsthetic sense, are futile in the education of the blind.

[To be continued.]

THOMAS R. ARMITAGE, M.D.

IN the death of Dr. Armitage, which occurred at Cashel, October 23, the blind of England have lost one of their greatest benefactors. He was the owner of a large estate in Ireland, and had gone thither for a holiday. About ten days previous to his death, when out riding, his horse stumbled and fell, thereby injuring him severely. He was, apparently, recovering from the effects of the accident, and had just been making arrangements for returning to London, when a change came suddenly, and through failure of the heart he passed away.

Thomas Rhodes Armitage was born at Tillgate, Sussex, in 1824. The greater part of his early education was received in Germany. He became a medical student in King's College, and afterwards pursued his studies in Paris and in Vienna. It was probably at this period of his life that he accomplished the feat of swimming across the Hellespont. After completing his studies, he returned to England and began the practice of medicine in London. His sight, which had never been perfect, soon became so seriously impaired that he retired from his profession, and thenceforward devoted himself to the improvement of the condition of the blind.

He reorganized the Indigent Blind Visiting Society, and established the principles which now govern its action in visiting blind people at their homes, stopping street begging, teaching reading and writing, and assisting them to become self-supporting. He afterwards founded a pension fund for those no longer able to work, and a Samaritan fund for temporary aid to the deserving. He was the founder of the British and Foreign Blind Association and the mainspring of its activity, which was chiefly directed toward improvements in tangible appliances and in writing and printing Braille.

His sympathy, his generous aid, and his active co-operation enabled Dr. F. J. Campbell to open the Royal Normal College for the Blind, at Upper Norwood, in 1872; and from the time when he furnished the necessary means for starting the school as an experiment, till the day of his death, he was its constant friend and benefactor. His thoughts, his time, his sympathy, and his money have supported the courage of its principal, and helped to bear the institution through many perilous straits. Poor children, whose ability justified the higher cost of education at this higher school, found in him a generous patron who paid their expenses and assumed a personal interest in them as well. His aid to the college — often in direct gifts of money, sometimes in scholarships, and not infrequently in supplying valuable improvements, such as the swimming bath which he provided a few years ago — has been estimated to reach \$40,000. But this by no means covers the whole of his benefactions; for his charities were ever bestowed in the spirit of the injunction, "Let not thy left hand know what thy right hand doeth."

He was a man of serious and devout temperament, and was reverent of religious observances. It was the custom at the college to hold, on Sunday afternoons, a simple religious service, consisting of the reading of a sermon, and singing by the choir. Dr. Armitage frequently went down from London to attend these meetings; and occasionally, in lieu of the sermon, he would address the pupils in his gentle, friendly manner, bringing home to their hearts the practical application of religious truth. He had always a cordial word for the teachers; and he never forgot the children, but went about among them with a kind and encouraging word for each.

No person in need appealed to him in vain. His personal efforts in behalf of the blind were unremitting, his visits among them were frequent, and his patience in listening to their troubles and his words of kindness and encouragement have comforted and strengthened many despondent hearts. Although possessed of a large fortune, his charities were so numerous that, in order to maintain them, he was obliged to

use the strictest economy in his personal expenditures, and his style of living was of the simplest.

So large a share of the noble work of Dr. Armitage was done in England that, although his death and his burial took place in Ireland, it was but natural and fitting that the blind of London should desire to pay some tribute of affection and respect for his memory. Arrangements were accordingly made by Dr. Campbell, and, through the kindness of Rev. Canon Fleming, a memorial service was held at St. Michael's Church, Chester Square, on Saturday, November 1. It was conducted by the Bishop of London, who also preached the sermon; and the musical portion of the service was rendered by the choir of the Royal Normal College.

Among the blind, hundreds of sorrowful hearts mourn the loss of a steadfast friend and protector, and the shadow of this affliction rests heavily upon the college at Norwood. His single-hearted devotion to the cause of the needy will be a grateful memory to the recipients of his judicious charity. May it become, likewise, a powerful incentive to other disinterested efforts for the welfare of humanity!

TYPE-WRITING FOR THE BLIND.

THE cordiality with which the American people have received the type-writer is best denoted by the astonishing prevalence of the machine. From fourteen to fifteen years ago, when the first Remington appeared, up to the present time, there has not been a year when sales have not increased, and when rivals of various degrees have not appeared.

There are more than one hundred thousand writing machines of all kinds in use in this country. The leading manufactory turns out about one hundred a week, and the product sells everywhere at fat prices. Members of the firm who went in with a few thousands of dollars now figure as millionaires. The other makers are also doing well; and,

when we state that there are at least a dozen varieties of good type-writers (each having its admirers), it is not difficult to realize the remarkable output of the writing machine, and it is very easy to appreciate the extent to which the business has grown, and the amount of capital that is invested in the promotion of this single phase of the American labor-saving idea.

To the blind the type-writer comes as a deliverer, a boon. It possesses uncommon interest, because it enables them to *write*. Human ingenuity has been directed toward furnishing reading matter for the blind in legible form, but a means of imparting their ideas to others has not been provided to a satisfactory extent. The type-writer enables them to write for the seeing; and it has been reserved for this style of mechanism to open the way for writing Braille, which is now the most popular medium of intercommunication among the blind.

There is no question regarding the practical utility of the type-writer for those who cannot see, provided their other powers are normal. The machine has been used by the blind for a long time, and has come to be regarded very highly. Of course not all type-writers are equally available for this purpose. The keyboard should be compact, and therefore easily manipulated by all the fingers. It is self-evident that much skipping about over the plane of a keyboard of considerable area, or many manuals of keys ranging beyond the stretch of the fingers when the hands are in an easy position, would tend to impair the accuracy of the finger attack. Then the paper feed should be simple and easily managed, and the same should apply to all of the important mechanical features of the machine.

Of course, as regards work of more or less intricacy, there is a narrower limit to possibility in type-writing by the blind, if speed enters into consideration, although this class includes a large average of bright people, whose faculties become trained to such a high degree of capacity that it would be difficult to define the limit of possibility, were we inclined to do so.

Recently, while preparing a chapter of instruction in type-writing for the blind, in collaboration with a teacher of long experience, that gentleman wrote, in relation to the commercial utility of the type-writer for the sightless, "I believe it possible for an intelligent and active blind person to earn a living by the use of the type-writer," and "The blind throughout the country are waking up to an appreciation of the value of the type-writer as a mechanical device that places them more nearly on a plane with their more favored brethren."

The only proper method of using the machine is obviously that of writing with all the fingers. We say this not upon our own responsibility, although, if "Practical Type-writing" will lead the seeing to writing by touch, the blind ought to do far better with an all-finger method; but we have the testimony of instructors of no less prominence than Mr. J. W. Smith, of the Perkins Institution, Superintendent J. J. Dow, of the Minnesota School for the Blind, and William B. Wait, of the New York City Institution, all of whom are using "Practical Type-writing," and speak well of its method as applicable to their needs.

But the type-writer has an educational feature. Mr. E. H. Fowler, in a paper read at an annual meeting of the Alumni Association of the Perkins Institution, said, "A thorough knowledge of spelling, punctuation, and the other forms of written language, was always of great importance to the blind, even when most of their writing was done by others; but now the use of the type-writer by them in private correspondence, and the probability that type-writing will, in the near future, be for them a profitable occupation, makes such knowledge imperatively necessary."

For the seeing, the type-writer has been an educator in these component parts of language structure and representation, and one of real value, because the writing so nearly simulates common print that errors of punctuation, etc., stand forth glaringly, and call for correction, or rather demand such study as would prevent their repetition. The blind cannot see their work; but, if a commercial use is to

be made of the machine, others will see it, and meet it is that this warning be received in time, to brush up on the little matters that conduce to handsome work.

Handwriting may be slovenly in this respect; but the type-writer makes plain exposure of every error, whether of spelling, punctuation, or grammatical construction, and so becomes an educator in these departments indirectly,—that is, by persuading to study in those directions that will lead to extracting from the machine the best results.

What more can be said in this connection? The type-writer has established itself as a practical medium of writing for the blind. It has been proved by the test of experience that it has commercial utility for them. Its use irresistibly invites a better culture in some things that pertain to good writing; and, as a medium of intercommunication among themselves, it commends itself strongly to this people as a class.

BATES TORREY.

THE USE OF CAPITAL LETTERS IN WRITING BY THE BLIND.

DURING my residence at school as a pupil, from 1865 to 1876, we were taught nothing of the use of the capital letter. The embossed books we read were printed without capitals, and both the point system and the square hand which we were taught to write with a pencil had but one size and form of letter. We therefore received our education, and graduated as ignorant of the use of the capital letters, unless we learned it elsewhere, as the South Sea Islander. I fully appreciate the kindly spirit which prompted our instructors to adopt this system of printing and writing; but I feel sure that all my fellow-students who have been called upon to make any practical use of either of these branches of learning—particularly that of writing—will agree with me that this effort to make our work easier was mistaken kindness. It certainly was easier to learn to recognize only one kind of letter in reading and to form only one

kind of letter in writing; but who would for one moment advocate abolishing from our embossed print the capital letter, which has been introduced since the time of which I have spoken? Certainly no one. Why not make the same advance in writing that has been made in printing? It is to advocate this step forward that this article is written.

I think that the blind should be taught to use capitals in writing, that their letters may become like those of their seeing brethren.

There are many things which they do which we cannot do; and, as experience teaches us what they are, wisdom should teach us not to attempt them. There are many other things that we can do, but which we must do in a different way from that in which they do them. This we should never be ashamed or hesitate to do. I do not believe in the maxim, "The end sanctifies the means"; but I do believe that, so long as the means are honorable, we are justified in adopting any method to accomplish a given object with more ease and certainty of success. I not only believe that we are justified in so doing, but I believe that wisdom and self-interest combine in dictating such a course. I feel that not only self-interest, but our duty to the class we represent, urges us to the adoption of those methods in our work which promise the best results, whether they be those universally used or those peculiar to us; and he who fails to do this thwarts his own best interests and brings discredit upon his class.

There is still a third class of operations which we can perform in the same way as others, and do them equally as well. Writing is one of these. Certainly we cannot write with pen and ink. Common sense immediately consigns that operation to the realm of the impossible, as far as we are concerned. But we can, and do, write with the pencil; and with most, if not all, of the mechanical inventions used in the art of writing, as well, according to our ability, as those who see, the only difference being the omission of the capital letters from our chirography. Can any one give a rational reason why this difference should exist? I think not. For this reason, and in order that another of those marks which distinguish us from our fellows may be blotted

out, I urge the introduction of the capital letter into all the systems of writing taught in the various schools for the blind.

The rapid progress made by mechanical science, coupled with Yankee ingenuity, is doing much in furnishing us with machines whereby we are enabled to do the work for which we should otherwise be dependent upon others. Many of the mechanical inventions conceived for the purpose of enabling one man to do the work of two or three, we can utilize with profit, thereby gaining a degree of independence extremely gratifying as well as helpful. This is especially so in writing. We can use all the best mechanical writers with ease and pleasure, both to ourselves and our correspondents; for a letter written with one of them is much more satisfactory than anything we can do with the pencil, using the greatest skill and care of which we are capable. How any blind person who can possibly obtain one of these machines can be content to do without it is more than I can comprehend, unless because he never had it, and therefore does not know its worth. As I have said frequently, "Had I a wife, book-keeper, and an amanuensis, I would not part with my type-writer if I could not replace it, because of the independence that it gives me." With it I can write my own letters, and address the envelopes without the assistance of any one. This to me is an immense satisfaction, because it puts me on a level with my sighted companions and business associates.

The great help which these writing machines are to us without sight promises to make their use among us very general. And, in order to use them, we must know how to use capital letters. At one time they made what was known as single-case machines, which had but one kind of letter. Now all the best machines, such as the Caligraph, the Hammond, the National, the Remington, the Smith Premier, and the Yost, which are by far the best of all, are only made with both large and small letters. This departure on the part of the manufacturers will make a knowledge of the use of capital letters on our part indispensable.

I am very glad to know that more attention is being given

to orthography in our school, and I hope that the same is true in all similar schools. Sightless children need a more thorough training in the art of spelling and punctuation than other children, for the reason that they are more dependent upon their memory for this knowledge. A person with sight learns to spell by the eye. Consequently, when writing, he knows by the appearance of a word if he has misspelled it. Though our memories should be, and probably are, better than those of the average seeing person, we have not the reminders to strengthen them that they have. The doors, door-posts, and windows of the shops along our streets, the cars that traverse them, are all covered with signs. The house doors are furnished with door-plates and numbers, and the fences are covered with posters, so that, look where he will, some kind of orthography meets his eye. This, together with the large amount of reading which most people with sight do daily, keeps fresh before his mind the picture of correct spelling. It is the want of this constant reminder that causes mistakes we are constantly making. Therefore, we must be the more diligent, in order to overcome this disadvantage, as it is essential that we should write as neat a letter in all points as others.

Do I hear some one asking: "Why is it needful that you should produce as neat and perfect an epistle as your seeing friends? Will not your friends take into consideration the disadvantages under which you write?" Even if they are willing to allow for our failures, who wishes to oblige them to do so? I do not mean to be inferior to my sighted brother in any particular where it is within my power to avoid it. Unfortunately, not all our correspondence is with friends. In a business career men are called upon to write to many who are anything but friendly. The little things that we consider trivial often produce large results. So simple a thing as a misspelled, misspunctuated letter may do us untold harm in a business transaction. The appearance of a man's person, his place of business, and even style of correspondence materially affect his success. If I write to a gentleman to whom I am personally unknown, soliciting his patronage in any line of trade, the aspect of my letter will,

though perhaps unconsciously to himself, affect his disposition toward me.

I did not anticipate saying anything in this paper that all thoughtful blind persons, as well as their instructors, have not thought of before. I only hoped that, by presenting the subject from a practical point of view, as it affects us in our every-day life, I might bring it more forcibly to the attention of those whose duty it is to supply this defect in our education. I can only hope to set others to thinking. If, as a result of thought set in motion by this effort in behalf of my fellows, actions shall be evolved whereby a thorough course of training in spelling, punctuation, and writing with both capitals and small letters, shall be introduced into all the schools for the blind as in schools for the seeing, I shall feel that my labor has not been in vain.

J. VARS.

THE HOME TRAINING OF LITTLE BLIND CHILDREN.

THE fact that the most important years of a child's education are the first seven of its life is one now generally agreed to by educationists; but, alas! how few mothers practically demonstrate it! Many of the most devoted mothers think that, if they provide their little ones with good, nourishing food, clothe them sensibly, and see that they have the proper amount of sleep, they are doing all that is necessary for their development. They laugh at the idea of sending them to a kindergarten when they are three or four years old, saying that the children are then mere babies and much too young to begin to learn anything, when the fact is they have been learning ever since they came into the world.

How few children, when they first attend school, know how to see and hear accurately, to speak correctly, to walk properly, and to use their hands with any degree of dexterity! And yet all this and much more can be done in the home, and most of it in the form of play; for a normal child is full

of self-activity, and only needs to have it turned in the right direction. It is on our senses that we must rely to receive impressions of the things about us ; and, if *they* are left without early training, we begin the world at a sad disadvantage.

If, then, the early years of a child's life are so important with those who are fully equipped for the battle of life, how much more so must they be where the child is bereft of one of its weapons,—for example, the sense of sight ! and yet it is with such children that the fewest efforts are made to utilize these first and most important years. Most parents, when they become aware of their child's sad loss, make up their minds that, as a recompense for its misfortune, they must do everything possible for it,— feed it, dress it, wait upon it, and give it everything it desires. What wonder if at eight years of age the child's hands are almost useless, that his ear is untrained, and he has no desire either to work, or to jump, run, and play, as other children do. It is this inactivity which makes so many of the difficulties that crowd the path of those who undertake the education of little sightless children, when they at last leave home to enter the different schools for the blind. Many of the parents say, when they bring their children to these schools, that they would gladly have taught them something at home, had they known how to go about it ; and we would gladly give them what help we can in this preparatory training.

It should be borne in mind that the hands and ears of blind people must not only do their own work, but, in a great measure, the work of the eyes, also. Another important point is that the greater amount of freedom blind people can obtain in moving about, or in the general use of the body, leaves the mind freer to cope with whatever demands attention. It is therefore, in the line of giving freedom to the limbs and encouraging the spirit of investigation, and not merely in teaching them to memorize, that mothers can best aid their little ones who are deprived of sight. One or two suggestions as to how this can be done may not be amiss.

In the first place, do not let the children sit inactive. As babies, teach them to clap their hands, "Pat-a-cake," and play with their fingers and toes, as other babies do. As soon

as they can hold anything, provide them with playthings,—blocks to build with, a piece of string and a chair to make a horse, anything which entails the use of their hands. As they grow older, get some large beads or button-moulds, and teach them how to string them, and give them scissors, without points, with which to cut paper. Encourage them to be independent, to pick up their own toys and to put away their own chairs after meals. By all means teach them to *feed themselves* as soon as they can hold the spoon. It will be hard work at first, but not half so hard as it is for them to learn when they are nine and ten years old. To dress themselves should surely be a lesson learned at home, but a great many mothers leave it untaught. Never discourage the children in running about. Try to put great dangers out of their way, and then let them run freely, and try to coax them to do so if the desire is not there. They will soon learn where the dangerous places are, and a few knocks and tumbles are better than the dreadful lassitude that comes from being allowed to sit still or rock back and forth in a chair all day. Let them run errands for mother, and render small services of various kinds; for all little children love to help. Their assistance is apt to be a hindrance at first, but they soon become really helpful; and what mother is not willing to sacrifice a little time and patience to make her child useful and happy! All this can be done with the children before they are five years old, and at that age they are ready for the kindergartens which, it is to be hoped, will soon be established in connection with every school for the blind in the United States. In the kindergartens already in operation, the children have the society of their equals in age and activity, occupation fitting the baby fingers is provided, and the days are so filled with interesting work and play that the little faces are always bright and happy. You only need to visit one for half an hour to become certain that the universal feeling is that expressed by a little girl at the kindergarten for the blind in Boston, who, when asked on Thanksgiving Day for what she was thankful, answered, "I am thankful for the kindergarten."

FANNY L. JOHNSON.

Boston, Dec. 11, 1890.

AT HOME AND ABROAD.

ENGLAND.

ROYAL NORMAL COLLEGE, UPPER NORWOOD.—A few changes occurred at the beginning of the year. Miss Buckingham, a graduate from the Harvard Annex, now presides over the girls' department; and Miss Etta S. Adams, formerly a teacher there, has recently returned to take charge of the primary department. The College is very fortunate in having re-engaged Mr. Sutton, one of London's most finished teachers of deportment and dancing. His lessons were, at first, quite simple, consisting of such exercises as tend toward grace in movement. The girls are taught how to courtesy, to enter and leave a room properly, and some of the advanced classes have made great progress in the minuet and other dances. This training is of great value, as it teaches the pupils many of the simple courtesies of life which are too apt to be forgotten. Much time is given to physical training, both boys and girls spending several hours of each day in exercise. The new Sergeant Apparatus is much used, and roller skating and swimming receive due attention. Several gymnastic displays have been given, and more will follow during the season. The choir, under the direction of Dr. Campbell, continues its good work. On each Sunday, a choral service is given at some one of the churches of London. In these grand chants and sweet responses the choir is heard at its best.

BRITISH AND FOREIGN BLIND ASSOCIATION.—The council of this Association has been reorganized, and several seeing members have been admitted. Mr. W. J. Armitage has been made chairman. Mrs. Armitage, widow of the late T. R. Armitage, M.D., succeeds him as honorary secretary; and their daughter, Miss Alice Armitage, has been appointed treasurer.

ST. MARY'S SEASIDE HOME OF REST FOR THE BLIND, AT ST. LEONARD'S-ON-SEA, is a charity undertaken against such terrible odds that the courage of the originator of this movement to establish "a permanent home for the friendless blind," excites admira-

tion and sympathy. A young lady who has been an invalid from her birth, totally blind, without influence, without even a home, and dependent for support upon an income so meagre that even with the most rigid economy it does not allow the necessities of life, has conceived the idea of providing such a retreat. Her own wretched experience in "Homes" had made her deeply conscious of a need for which, in all the charities of London, she found no provision; yet not until she had vainly tried to alleviate the lot of a friend who had been educated in an institution, and found, upon leaving, no employment, and no home but the workhouse, where, amid sordid and vicious surroundings she soon languished and died,—not until then did she become aroused to personal effort, and, with her strong will over-riding physical weakness and illness, set bravely to work to carry out her idea. A very practical idea it seems, too; for her plan is to make it also a home for a certain number of needy girls and young women who can see, and who, under the charge of a salaried matron, will constitute the working force, thus accomplishing a double charity, while reducing expenses and obviating the frequent objection to such homes,—the segregation of the blind. A concert has been given to raise funds, and subscriptions and donations will be gratefully received by Rev. F. F. Smallpiece, Hon. Treasurer, St. Augustine's, Stepney, London, E.; or Miss Hannant, Hon. Secretary, 44 De Beauvoir Road, Kingsland, N.

IOWA.

IOWA COLLEGE, at Vinton, opened, according to its usual custom, on the first Wednesday in September, with a large number of students present, and with every prospect of a successful year's work. To the course of intellectual, musical, and industrial training hitherto given, a tuning department has been added, under the charge of Benjamin F. Parker, of Nashua, N.H. The students enjoy this added opportunity, and enter into the work with the earnestness which promises success. Number of pupils present December 15, 187.

VINTON, IOWA, Dec. 15, 1890.

MR. J. W. SMITH:

Dear Sir,—Your letter and circular with regard to the new magazine are at hand, and in reply I would say that I most cordially indorse the measure, and stand ready to give it any aid in my power. I have long felt the need of just such a medium of communication to extend a better

knowledge of the blind, and stimulate and encourage them to greater efforts for themselves. I hope and believe *The Mentor* will be the means of doing great good. I will do all I can to further its circulation through our State. Enclosed please find \$1.00, my subscription for the coming year. I also send a short article which may be available.

Wishing you all possible success in this new enterprise, I remain,

Yours respectfully,

ADELIA HOYT.

THE ALUMNI OF IOWA.—I desire through the columns of *The Mentor* to introduce to its readers the alumni of the Iowa College for the Blind. As this State is new compared with her sisters in the East, so our College ranks among the younger institutions of its kind. But we who love our Alma Mater are proud of what she has done, of what she is to-day, and of her excellent management.

Though established in 1856, it was not until 1870 that the school was regularly graded. Since that time thirteen classes, numbering in all sixty-eight persons, have completed the course of study and gone forth as graduates.

Our Alumni Association, however, includes, besides these, those who were educated at the College prior to 1870, and others who have taken but a partial course, but who, from their interest in our work, desire to be associated with us.

Twelve of our alumni have been, at various times, employed as teachers in the College, in nearly every case giving entire satisfaction. Others have been successful as music teachers, in various trades, in the ministry, the temperance work, the lecture field, and one is now practising law in Chicago. Others have gone back to their homes to put in practice their school training, and prove useful citizens and a blessing to society. There is, however, another class, who, from circumstances or physical disability, are unable to provide for themselves. To aid this class has been the work of the Association for the past four years, and through the generosity of the Iowa people, as shown through their representatives in the Twenty-third General Assembly of that State, and the efforts of some of the blind themselves, we have secured a liberal appropriation for the establishment of the Industrial Home for Adult Blind.

I have thus briefly endeavored to give you an outline of our size, strength, and work, hoping thus to lay the foundation for better acquaintance in the future, which shall prove to be a source of mutual pleasure and profit.

I feel confident in saying that the alumni of Iowa wish the new magazine all possible success; and, when better known, it will receive from them hearty sympathy and support.

ADELIA HOYT, *Class of '87.*

Vinton, Iowa.

MASSACHUSETTS.

PERKINS INSTITUTION.—The director proposes to submit to the trustees a plan to extend the present gymnasium building to H Street, and to erect on the extended building two additional stories. The building will contain, on the first story, besides the present gymnasium, a swimming-bath ninety feet long by twenty-two feet wide, and a large store-room; on the second story, the library, a package and storage room, and a fire-proof room for the secure storage of cuts, plates, valuable and rare books and papers; on the third story, a musical library and band-room, a teaching-room, and twenty music-rooms. At the eastern extremity of the first story of this building, it is proposed to construct an arch, under which the existing driveway will open to Fourth Street; and a covered bridge, forming a continuation of the marble hall in the west wing, will connect the second story with the main building.

The Sloyd system has recently been introduced into the school, and four classes are daily receiving instruction from a special teacher. In a later number, we hope to give an account of this manual training.

The kindergarten of this institution, which is located at Jamaica Plain, about five miles from the parent establishment, has a building capable of accommodating thirty pupils. Although opened only three years ago, it is already outgrowing its present limits; and efforts are being made to raise funds for the erection of a new building.

MICHIGAN.

OF the many schools of which this country can boast, we are proud to count our school as far from the bottom of the list. Our buildings are large; and the grounds, covering an area of forty-six acres, are amply sufficient to meet the further demands which increase of population will create. Our main building, five stories in height, has a frontage of two hundred and thirty-six feet, with a wing, four stories high and ninety-eight feet long, extending

back from either end. It looks out upon a beautiful lawn, adorned with shade trees and flowering shrubs, and occupying the space of two city blocks,—twelve acres. Near the main building is the boys' shop, two stories high, fitted up with all conveniences for broom-making,—the one trade taught. Here every boy is required to spend a portion of each day in learning the trade, which is a very important one here, and has been the means of making a large number of our graduates self-supporting citizens. Adjoining the shop is a brick building furnished with all the requirements of a steam laundry; and another contains the steam-heating apparatus which warms all the buildings on the premises, including the dwelling occupied by the superintendent. Besides the heating apparatus, it contains an engine for the use of the laundry, and another for the electric plant, which furnishes light for the entire establishment.

As regards the internal working of our school, I must delay speaking until another issue. I am sorry to report the severe illness of our very worthy superintendent, Mr. Robert Barker, who was stricken with paralysis a week ago, but is now in a fair way of recovery.

NEW YORK.

NEW YORK STATE INSTITUTION.—The kindergarten has been entirely refurnished and refitted for the reception of the little ones this term. It is now a pleasant, cheerful room, brightened with plants and pretty articles of adornment. Miss Charlotte Weed, of Rochester, N.Y., having passed the civil service examination, was secured as kindergartner.

Miss Grace McKeown has been engaged as vocal teacher to give lessons two afternoons each week. There are several good voices among our pupils, and we hope for excellent results.

Miss Delia A. Browne, who was a teacher of music for several years here, resigned during the summer, in order to be married.

Mrs. Frances Dennison, who had been employed as housekeeper for ten years at this institution, resigned at the close of last term, to go to Ann Arbor, Mich., to attend to the completion of her children's education.

A novel idea has recently been introduced in one of the classes; that is, to have an hour set apart one day of the week for the discussion of topics of the day. In this way, the pupils make themselves cognizant of what is going on in the world about them. All frivolous and inconsequent items are excluded.

THE MIZPAH CIRCLE, an association of blind persons of Brooklyn, is endeavoring to raise funds for the establishment and support of an Industrial Home for the blind of that city. In a circular letter issued by a committee of this association, it is stated that there are 200 needy blind in Brooklyn, and that, while New York City annually appropriates \$60 for each sightless person who is needy, and a magnificent industrial home for the aid and education of the blind has been erected by private charity, no such provision has been made in Brooklyn. The establishment of this Home is the object of the Mizpah Circle; and the earnest appeal which it makes is signed by Alfred Zaiss, *President*, 153 St. Mark's Ave., and Margaret A. Quee, *Secretary*, 367 Pearl Street.

A WOMAN in New York city gains a precarious living by boarding and taking care of fourteen old blind people. Mornings she leads them to their places, where they sit for charity or peddle small articles; and evenings she fetches them home one by one. She supplies them with their meals, and gives them a certain rude comfort. As she is careful to keep her protégés within the law, she is not interfered with by the police.—*Ladies' Good Cheer*.

NOVA SCOTIA.

HALIFAX SCHOOL FOR THE BLIND, the new building in course of construction, is now nearing completion, and will be ready for occupation by February 1. It forms a wing, or addition to the main building, with which it has fire-proof connections. This new addition is set apart exclusively for the residence of the boys, and it is intended at some future period to erect a similar addition at the west end of the main building. It is planned as follows: The basement is set apart for the culinary department, dining-room, pantries, etc. On the ground floor are two fine sitting-rooms and a commodious assembly hall. On the first floor are six music-rooms, two dormitories, hospital-room, and bath-room. On the second floor are teachers' sleeping-rooms, seven dormitories, bath-room, etc. The addition provides accommodation for two teachers and thirty-two pupils. The main building has been thoroughly remodelled, and the school-room accommodation doubled. The school is beautifully situated at the northern extremity of one of the finest properties in the city, which contains about five and one-half acres of land, with public streets bounding it on all sides. Behind the main building is a second structure, in which are a fine

gymnasium, a carpenter's shop, and a large workshop. In the rear of this building the grounds are laid off in a square, the pathway around which measures one-quarter of a mile.

PENNSYLVANIA.

PHILADELPHIA ITEMS.—There are present in the Institution 165 pupils,—95 boys and 70 girls.

A pleasant entertainment, lasting two hours, was given by the pupils just before the Thanksgiving recess.

All hands are now busy preparing for the Christmas entertainment.

Through the kindness and liberality of the University of Pennsylvania and of the managers of this Institution, deserving and capable graduates of this Institution are enabled to pursue courses of higher instruction. At present two young men attend daily classes at the University. They make their home at the Institution, where a seeing reader is employed to help them study. These young men take good rank, and are honorable members of the present Sophomore Class.

Some years ago this Institution made it possible for one of its young lady graduates to study elocution at one of the schools of the city. To-day this young lady, who is totally blind, fills a position of teacher of elocution at Swarthmore College.

A former graduate of this Institution is to-day a successful physician in Chicago. His specialty is diseases of the heart and lungs,—internal organs, the action of which eye cannot see, where ear cannot hear, or hand feel.

WESTERN PENNSYLVANIA INSTITUTION FOR THE BLIND.—In our next number we hope to give an account of the organization of this new institution, which is located at Pittsburg, under the superintendence of Mr. H. B. Jacobs, formerly of the Indiana Institution for the Education of the Blind.

SOUTH CAROLINA.

MR. AND MRS. W. L. STOVER, who have been at the Royal Normal College in London, England, for the past eight years, have recently accepted positions in the South Carolina Institution for the Deaf and the Blind, at Cedar Spring. We congratulate the superintendent upon having secured the services of two such earnest workers. Their untiring devotion and faithful attention to details will be invaluable.

SOUTH DAKOTA.

CROW CREEK AGENCY.—Miss Grace Howard has, under instruction a little Indian boy who lost his sight when he was three years old from a trip across the snow-covered plains. He is now twelve years of age, and is said to have the strong and stubborn will of his race, yet a sweet nature withal. His teacher considers him one of the brightest children—white or Indian—that she has ever taught. He is not only devoted to his own book and slate work, but he is head of his class in language, head in arithmetic and spelling, although the other children have the advantage of seeing their teacher's work on the board. He shows also a great deal of musical ability, and even plays the organ for their chapel services very acceptably, although his playing is entirely by ear. His parents are anxious to have him educated, and friends of Miss Howard are making arrangements to send him East for that purpose.

EDITORIAL NOTES.

SEVERAL of our friends have suggested that some space in *The Mentor* be devoted to notice of the important questions of the day,—political or otherwise,—with a summary of the arguments on either side; that a monthly review of current events or of new publications should be given. The value of such information is unquestionable; but this work is already done by other periodicals far better than our time, means, or ability, would allow us to do it. We have undertaken a special work, and to this we must devote the limited means at our command. We wish to provide for the blind, their co-workers, and all who are interested in their education and well-being in any and all directions, a journal containing the specific information which no other publication supplies. We have placed the price at one dollar per year, believing that all who desire it can pay that small sum; and we hope, by the strictest economy, and by giving our own services, to publish our monthly without pecuniary loss, if those for whose benefit we have undertaken the work will give the support of their subscriptions. May we count upon your assistance?

We have received many cordial letters from friends of our enterprise, from which we quote the following : —

Your letter and prospectus received. I am pleased that such a monthly periodical as you describe is about to be issued. You can count on our support in every possible way. I find myself greatly in need of just such information as I have reason to expect will appear in your columns. I have already spent some time in an attempt to learn of blind people who have succeeded in taking care of themselves what may be done in order to prepare a pupil without sight for self-support. It seems to me that this is the great problem which confronts us. Let us have, somewhere in your journal, brief biographies of blind people who are self-supporting. I greatly fear that, unless I can accomplish more than is now being done for our pupils, large numbers of them—too large by far—will at length become entirely dependent upon charity. We have girls in our school who seem to have no musical ability, but who are in no sense feeble-minded,—girls, indeed, who will be able to master nearly, or quite, all of the branches taught in our high school, but who are without homes or friends that will be willing to aid them in gaining their livelihood,—girls of good physical strength, but thoroughly “institutionized,” who are destined, so far as I can see, to graduate from this institution into the poorhouse.

Are we doing all that can be done for this class of intelligent but unfortunate young people? Is there not something which they can be taught to do that will be appreciated by those who carry the pocket-books? I am looking to successful blind people for an answer to this question.

Are we doing all that can be done to enable the blind to become self-supporting? This is, indeed, a serious problem,—one of those out of which *The Mentor* grew. We invite, we entreat, all who have studied the subject to bring the results of their investigations. Superintendents, teachers, and others who have met this question in various States and countries, and under different conditions which have suggested other occupations and the means of conducting them, can aid in solving the problem. The successful blind people to whom this letter appeals can surely help by bringing the fruits of their experience ; and those who have failed may also assist by warning others of the rocks on which their own ships foundered.

* * *

ULYSSES S. LYONS, who graduated from the Perkins Institution a year ago, and who has been canvassing for books and working at upholstering, has recently bought out an establishment in Charles-

town, Mass., and will carry on the business of cleansing and laying carpets, making and repairing mattresses, upholstering furniture, etc. We hope that his example will be an encouragement to other blind persons to seek occupations outside the line of teaching and tuning pianos.

BRIC-A-BRAC.

Frenchman (proudly) — You have not in ze German Empire any-
zing so tall as ze great Eiffel Tower.

German (indignantly) — No! and you don't get noddings so
stout like Limburger cheese.

* * *

A blind man on the street, the other day, was producing some
agonizing sounds from a decrepit violin, when he was accosted by
a gentleman with the following words:—

"My good fellow, your loss of sight is a terrible affliction; and
are you deaf, too?"

"Oh, no, sir," replied the blind man, "my hearing is excellent."

"Poor man! How you must suffer!" said the gentleman.
"Here's a quarter for you!"

* * *

What is the greatest surgical operation ever performed in the
United States? *Answer.* Lansing Michigan.

What is the greatest feat of strength? *Answer.* Wheeling
Virginia.

**GEO. H. ELLIS,
PRINTER,
141 FRANKLIN STREET
BOSTON.**

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No. 2

ÆSTHETIC CULTURE OF THE BLIND.

[*From the German of W. Mecker.*]

TRANSLATED BY SARA WHALEN.

II.

THUS is the world of beauty for almost half its extent closed to our blind; and there remain for him only those forms of its semblance which, through the sense of touch, and particularly through the ear, reach his perception. In the education of our pupils, only few ways and means are present to cultivate their æsthetic sense; and it might appear doubtful whether it is possible for us to develop the faculty of sensation in harmony with their faculties of perception and volition, and to render it capable, in a profitable manner, of enjoying and caring for beauty.

And we should despair, in fact, if, according to the theory of Locke and Condillac, man were nothing more than a column which only receives inner life and intellect by the impressions of the senses; if an interior predisposition of intellect must not be taken for an æsthetic perception, which can, as a rule, be excited, developed, and cultivated to a great degree by every exterior impression, let it come through eye or ear. Each one must accept such an inner, universal sense, which is easily cultivated toward beauty by every outward impression. Even if he believe with Socrates and Plato in inherited ideas, or with Leibnitz in a predestined harmony of the intellect with the exterior world, he

may see, according to Darwin, an inheritance, or, according to Von Hartmann, an unknown instinct in this æsthetic, innate sense. How could it be explained otherwise that Laura Bridgman, deaf, dumb, and blind from youth, could be cultivated simply by means of the sense of touch so far æsthetically that she acquired a taste for cleanliness and order, for attire and demeanor, pure evidences of beauty which are mainly comprehended through the eye? We shall truly never succeed in guiding this innate sense of beauty in the blind to impressions of sight, since these are conducted to the intellect through no other sense; but we are, nevertheless, in a condition, by increasing and strengthening the æsthetic impressions which are brought to the interior sense through the senses of touch and hearing, to arouse and develop the faculty of sensation, that it may act, even if not on all sides, still perceptibly after its own fashion, and be capable of creating and finding beauty. Æsthetic influences, by frequency and intensity, will, through the senses of touch and hearing, replace the loss of impressions of sight to a certain extent, and develop, render intelligible, and, so to speak, enlighten, according to inherited tendencies toward beauty, the higher feeling, sensitive and predisposed to what is beautiful.

Accordingly, then, in order to cultivate the æsthetic sense of the blind to the requisite degree, it will be a principal theme of pedagogics for the blind to sharpen and improve their remaining senses, and then by means of these to conduct methodically to the inner faculty of sensation the proper æsthetic material for culture as nature and art afford it. I will spend no time over what concerns the sharpening and improvement of a sense, since a measure so necessary for the development of the other faculties of the intellect has been frequently treated by our scientists, and is practised more or less systematically in all schools for the blind.

But a keen sense is by no means an æsthetic sense: else the far-seeing Indian would be the best connoisseur, and the sensitive mind-reader would be the greatest artist. The

sharpest sense should be trained to conceive ideas æsthetically by the use of æsthetic objects, and thus will the interior sense of beauty be aroused and cultivated. But the question arises, Where shall we find in a school for the blind proper æsthetic material, and how shall we deal with it? In reply to this question, let us make a hurried visit through the departments of such a school, and tarry in that spot where we hope to find a flower for our pupils' sense of beauty.

First and foremost, a school for the blind has the following to do for æsthetic culture. It should never allow about the scholar, nor in his vicinity, anything which stands in contrast with beauty, no uncleanness and no disorder. In addition, it should make use of all means to accustom him to cleanliness, order, and propriety. This is much more difficult among the blind, since no mirror, no stranger's example and illustration, which among seeing ones tend so much to the care of the outward person, can be used as aid. Continual, patient watching and correcting, friendly and earnest admonitions and reproofs, drastic description of the loathsome and ugly impression which everything unclean, disorderly, and impure occasions everywhere, especially among the seeing, ought to awaken the inner sense for the elements of beauty; and custom, the constant observation of cleanliness, of order and of propriety in all things, ought to make it second nature. The rooms of the institution should, in this respect, serve the pupils as an illustration. All objects there should always be neat and in order; and no dust and no confusion should offend the sense of touch. Yes, I would even like to see the sense of smell cultivated among our blind,—not, like Professor Jaeger, as an intellectual olfactory, but as an æsthetic organ, which would feel the least degree of impure air in any place as intolerable; and, in respect to cleanliness and health, it might, to a certain extent, perform the office of guardian. We cannot, of course, provide our institution rooms with paintings and articles of adornment, which in schools for the seeing perform good service in an æsthetic sense; but we might,

by avoiding everything luxurious, provide our rooms with some of the beautiful products of nature and works of art, like odorous flowers, good singing-birds, busts of celebrated men, and representations, in relief, of important events, and thus constantly employ the pupils' senses of smell, hearing, and touch in an agreeable manner. It is also undisputed that a fine appearance in motion and address is more difficult to teach to our blind than to the seeing. Bad habits, swaying and rolling the head, contortion of the face, the body bent forward, and an awkward motion of all the limbs are just as ugly as the defects, grounded in the blindness itself, which we observe in most of our pupils. Gymnastics, as the most effective, universal remedy, with the specific cure which must be allotted to each individual error, are to be recommended for these. In my opinion, no day should pass in an institution for the blind but that the younger pupils at least should for a short time (fewer lessons suffice for advanced ones) be made acquainted with and conducted by a competent teacher through the methodically arranged exercises of all kinds, to a proper attitude and correct motion of the parts of their body. Interesting motion games, particularly adapted to the nature of the blind, ought to enhance these exercises, and cause mind and body to be set in motion at the same time in a beneficial manner, so that the interior and exterior powers be exerted harmoniously and developed to independence. Gymnastic exercises, with music and song accompaniment, should receive a special impulse and a support æsthetically influential among the blind, in whom the impulse and guidance of the sense of sight for outward movements is wanting; and, although I cannot recommend the introduction of our usual dance,—which, for the most part, consists only in a clasp and embrace of two persons of the opposite sex, and in a frantic whirling around a central axis,—yet, on the other hand, I believe that the pretty dancing rows, which, with music and song, set in motion not alone the legs, but the whole inner and outer man, have the best effect upon our pupils. Tunes and words set the otherwise lethargic, inner sense of the

blind in active motion, and this motion is imparted rhythmically and harmoniously to the whole body. If Socrates, who, in Platonic dialogue over the state, declares the poetical (that is, musical) and the gymnastic arts to be the foundation of all education, had been a teacher of the blind, he would have placed both these arts right in the principal part of his instruction. And, without doubt, we can borrow from the Grecian people, who in æsthetic culture attained the highest rank, many poetical exercises, and adapt them with advantage to our purpose. Moreover,—and this I emphasize,—by means of gymnastics and æsthetic culture which train the body to a graceful attitude and movement, and which ought to make it an organ and representative of the intellect, will the health, strength, and ability of our blind be decidedly advanced.

In schools for the seeing, instruction in penmanship and drawing serves excellently for the cultivation of an æsthetic taste. Since a school for the blind cannot bring into practice these means of culture, which presuppose the sense of sight and also work upon and through it, consequently it has to look around for a substitute; and this is offered in the so-called Fröbel occupations, in modelling and in relief-drawing, all of which depend upon the sense of touch. Concerning the general importance and the excellent effect of these indispensable appliances, particularly in relation to the faculties of perception and volition, I will not speak here, since this has very frequently been treated both in writing and in discourse by Herr Heller and others; but I would simply like to show how the same exercises conduce to the incitation and development of the sense of beauty among the blind. The pure apparent forms of beauty are order, method, and the unity in the plurality, also the harmonious; and nowhere do these fundamental forms come more in practice than in the Fröbel games, in drawing and in modelling. Straight lines, regularly bent lines, arrangement of the same into orderly figures, regular bodies, and placing them together according to their proportions, which are here represented outwardly and viewed inwardly, form the funda-

mental shapes of all æsthetic conception and of every artistic performance. Whoever has appreciated them knows how to esteem æsthetically the beauties of nature, in which these fundamental principles are constantly repeated ; also, how to reproduce in a pleasing, beautiful form his own works, even if they are in the artisan's grade. If, in the schools for the deaf and dumb, in default of a system working æsthetically through the hearing, a greater space of time (six to eight hours per week) and attention than in a school for those with perfect senses is given justifiably to drawing, acting upon and through the eye, then in the plan of instruction of a school for the blind relief-drawing and modelling ought to take an important place in lieu of a department of culture acting through the sight. It should also be taken into consideration whether regard for the æsthetic culture of the blind permits that the flat writing, which always includes a certain practice of the sense of form, should be so decidedly rejected for the point writing, destitute of all æsthetics, as many teachers of the blind, at their head Herr Krüger, have in view.

[To be continued.]

THE VALUE OF RECITALS IN MUSICAL EDUCATION.

I WOULD like to say a few words to the readers of *The Mentor* in regard to a single phase of musical education ; that is, the attainment of self-possession in playing before others. I shall refer to the piano particularly ; but what is true of that can easily be applied to other branches of music. All will admit that a feeling of self-reliance on the stage, or while playing in private parlors, is most desirable : whereas excessive timidity or stage fright is the sure cause of disappointment and mortification, affecting not only one's feelings, but also his business. The best foundation for self-reliance in playing is a sure technique. This should be

impressed upon the pupil with the first lessons. His progress should not be considered satisfactory until each lesson is played as well as the teacher can play it. And here I would urge the importance of having the teacher play what his pupil is studying, in order that he may set an example of perfect accuracy, style, etc. The best teachers do this; but inferior ones do not, either because they are not able or because they do not care to take the trouble to practise, yet they are smart enough to assign some other reason for not doing so. After several months' tuition, the scholar should begin to play before company, and should continue this practice as frequently as possible throughout his whole musical career.

In the Perkins Institution occasions for playing before an audience are, in part, furnished by the monthly pianoforte recitals, established about fifteen years ago, and still continued with increased interest and usefulness. The pupils are assembled before their teachers and other friends, and each is required to play a study or piece which he has never before played in company. If for any reason he is not thoroughly prepared, he is requested to defer his playing until the next month, the aim of these recitals being to attain a high standard of accuracy.

Three times in each year a review recital is held, when each pupil reads a list of all the music he is ready to play, from which one piece is selected at random by the teacher. These lists are expected to include all the music that the student has learned, but they do not always do so; yet in many instances the advanced pupils remember everything they have taken.

In March of each year a Bach recital is held, when none but the compositions of J. S. Bach are given. This custom dates from a beautiful lecture delivered in 1885 by Mr. John S. Dwight, a well-known musical critic of Boston, commemorating the two-hundredth anniversary of the birth of this great composer.

Mr. Dwight attends these recitals, and his kindly interest and practical suggestions give a fresh impulse to the study of this great master.

Last year individual lecture recitals were begun, each to last not less than fifty minutes. A biographical sketch of the composers and a description of the leading characteristics of the pieces played were given. These recitals proved very interesting and useful. They will be continued indefinitely.

The weekly Thursday Exhibitions serve a useful purpose in bringing our advanced pupils before the public. The exhibition in the boys' department lasts from eleven until twelve o'clock, the last thirty minutes being devoted to music, which takes the form of a concert. Selections are given by the band on the organ, pianoforte, violin, clarinet, and various solo brass instruments, besides solo and class singing.

From twelve to one o'clock an exhibition is given in the girls' department, with the same amount of time devoted to music. Outside the walls of the institution our pupils gain a very important experience in mingling with and playing before the public. The full band occasionally goes to fill an engagement, but far more often a few soloists from it either give an entire concert or assist at some entertainment. Musical assistance to entertainments for charitable purposes in this vicinity is seldom refused.

When a pupil has finished his course, and is ready to set up in business in his own town either as workman, piano-tuner, or music-teacher, it is customary to give him a concert with institution talent. This is usually a financial as well as an advertising success.

Such training must inevitably give readiness and self-reliance to a musician. For instance, the other evening one of our young lady undergraduates happened to attend an entertainment in the vestry of one of our principal Boston churches. When the appointed hour for the music came, one of the singers was unavoidably absent. It did not need much persuasion for this young lady to come forward and take her place. She sang and played her own accompaniment most acceptably. Congratulations, introductions, and new friends was the result. Another young lady of the

class of 1889 was hired to sing at a concert in the Boston Theatre. I thought it possible that she might feel nervous, singing where she had so often heard great singers, such as Adelina Patti, Nilsson, Clara Louise Kellogg, Lilli Lehmann, and numberless others; but no, she was as self-possessed as though singing at home in her own parlors.

A member of the class of 1880, even before he left school, told me that he never felt so well as when standing before the footlights with his cornet in his hand. Although such confidence as this is not altogether the result of training, yet it has a great deal to do with it.

From my own experience and observation, therefore, I conclude that a sure technique, which is only to be had through many years of study with the best teachers, a large *répertoire*, which must be diligently preserved, and a great deal of experience in playing before company are the means by which a musician attains to self-possession in playing.

There was once a small society whose mysterious name was represented by the cabalistic letters I. O. of I. F. Its strange motto was, "We get what we can, and keep what we get." I would recommend this motto to my musical friends. The first thought is that it suggests selfishness; but that idea vanishes when it dawns upon one that music may be compared with the best things in the mind and heart, for they are gotten and kept only by being given forth.

T. REEVES.

A HAPPY LIFE IN SILENCE AND DARKNESS.

EDITH THOMAS, the little deaf, dumb, and blind girl, who received her early training at the Kindergarten for the Blind in Jamaica Plain, has been for the past year a pupil at the Perkins Institution. This is the fourth year of her instruction, and it has marked a wonderful change in her mind and character. Instead of the frolicsome kitten which, four years ago, she seemed to resemble, we now see an industrious, thoughtful little girl.

She has a very strong character, and is quite remarkable for her independence in all things. Even for entertainment and companionship she does not depend upon others, and often prefers to sit alone and increase the wardrobe of her family of dolls rather than play with or be entertained by the other children. A very skilful workman is this little girl; for, besides making Christmas presents for her mother and other members of the family at home, she has manufactured many pretty fancy articles, such as slippers, bead-work, and pen-wipers made to represent the beautiful pond-lily, which find a ready sale among the visitors at the Institution.

In the morning she has her regular hours for study. A nook has been fitted up for her in one of the school-rooms; and, while classes are in session and oral recitations are going on, Edith sits with her teacher at her little desk, and silently pursues her own studies or recitations. At one time you will see her reading from an embossed book (in line type) with her left hand, while with the fingers of her right she is repeating it to her teacher. At another you will find her writing with a lead-pencil the regular ("square") hand which the girls in the South Boston school are taught. She has a grooved pasteboard placed between the leaves of the sheet, and by pressing the paper into the

grooves she has a guide for the straightness of the lines and the height of the letters. Again, you may find her with a Braille tablet and stiletto, embossing a page which she can herself read. So this little girl has already learned four entirely different alphabets, either of which she uses with ease,—the manual alphabet, the line letter, the "square hand," and the Braille system of embossed point.

Zoölogy is one of the studies in which she is most interested, especially when the object she wishes to describe can be made out of clay. The first lesson given her on this subject was on the structure of the bee. Edith was especially interested in bees at the time; and she modelled this little insect in clay, with the greatest care. It was beautifully done, even in little details, though it was necessarily enlarged in size. She was invited by a friend to call and see her bees, and she accepted with delight. The first hive was empty, and she could examine it freely; but when, at the next, she was told that the bees would sting, she still longed to examine them, and said that *she wanted to be stung*. This pleasure was, however, not realized. Edith was greatly disappointed to find that the bee is so small an insect. She has studied insects and mammals, and is now learning something of birds.

Saturday morning she spends in the Sloyd School on Warrenton Street, and there her deft little fingers are doing very nice work in wood.

Edith has recently been visiting the kindergarten, where she met Willie Elizabeth Robin, the little blind, deaf, and dumb girl from Texas, who has just entered that pleasant household. She was told that this little girl was like herself when she first entered the kindergarten, and the knowledge seemed to awaken in her heart a tender interest for her sister in misfortune. And Willie was wonderfully attracted to Edith, clinging to her constantly, following her wherever she went, and submitting to her guidance better than to that of any other member of the household. A very touching sight, and yet a pretty one, was the attempt of Edith to teach this little girl.

Willie is only six years old, is wholly untrained and as yet does not care for the finger language; and Edith's efforts were very interesting. She showed a wonderful amount of patience, repeating over and over again to little Willie the words which her teacher had previously taught her,—*ring*, *hat*, and *fan*,—illustrating each word, as she spelled it with her fingers, by the object which it represented.

Sometimes Willie would pull Edith's dress and hang upon her,—a thing which Edith would never allow other children to do,—but no sign of displeasure at Willie's pranks was to be seen on Edith's face or in her actions. "Willie does not know," she repeated several times, as if apologizing for her little playmate. At last, however, she went to her teacher with an expression of anxiety and trouble in her face, saying, "Take off my pin: I am afraid it will get broken." (The pin was one which had been brought to her from across the water, and she prizes it very highly.)

In the kindergarten games with the children, Edith gently insisted upon Willie's playing and following them correctly; but, as in other things, she was kind and patient.

A beautiful and memorable picture was that made by these two intelligent little girls, bereft of the senses through which flow most of the pleasures of life, yet so bright and joyous, as they played and frolicked together. Edith, a *petite* yet plump and erect figure, with her dark hair and her red dress was a striking contrast to little Willie, whose fair complexion and light hair were admirably set off by her blue dress. Beautiful, indeed, was the picture to the outer vision; still more beautiful in its revelation of spontaneous confidence and sympathy between these two secluded children.

HARRIET M. MARKHAM.

EXTRACT FROM A FAMILIAR TALK TO THE
ALUMNÆ ASSOCIATION OF THE
PERKINS INSTITUTION.

CONTEMPLATION of the ideal, and careful analysis of it, are necessary and directly serviceable in raising the plane of the practical. Therefore, let us study some of the attainments and characteristics of the ideal blind woman, in the hope that we may thus be led to more successful imitation of her powers and graces.

As in the story of the king and the locusts "what happened afterwards cannot be told before telling what happened first," so before all else comes the self-helpfulness of the ideal blind woman. This is shown even in the details of the care of her person. Home and school training have made her realize the necessity of paying great heed to these matters, and thus she has become habitually painstaking; and no lady in the land is more daintily neat than she.

The self-helpfulness of the ideal blind woman is conspicuously manifested in her writing. If it is pencil writing to a seeing friend, she takes time and pains to make it readable rather than compel her friend to spend hours in deciphering it. To be sure, she may have asked the help of some one's eyes in the selection of paper and pencil most suitable for her writing,—for a poor pencil will mar good writing; but such help is a matter of no moment,—merely such as a short person seeks in asking a taller friend to reach something for her,—and does not detract from her independence in the least: whereas every illegible letter she writes makes her writing less reliable, and therefore of less worth.

Her Braille, of course, is correct. Could we hear her scathing remarks upon the poor Braille which blind people palm off on themselves and each other, I imagine we would all study our Braille alphabets anew, and "punch with more

care" henceforward. It seems to her dreadfully inconsistent that blind people should be so lazily indifferent to their own good in the matter of Braille. To think that a page of good Braille should be almost a rarity! We all acknowledge, and some of us bewail, this state of things. Is there not a remedy? Let us transfer the trouble we now take to decipher poor Braille to our own Braille writing, and the reform will be started. And, when our Braille is correct and consequently easy to read, it will prove an invaluable aid to us in our efforts at being self-helpful, as it has been to the ideal blind woman.

Having found that she writes legibly with her pencil and correctly with her stiletto, you may wish to know about her reading. Whether she can read through many thicknesses of a folded handkerchief, whether she is a fluent reader (though it is a great advantage and delight if she is), neither of these is of so great importance as the fact that she *can* read; and this I can say with certainty. Her friends read to her more or less frequently, and she gratefully enjoys every opportunity; but her own fingers are the key and raised print the door by which she has free access to the treasures of literature, and can wander among them, gathering riches whensoever she will.

"Is your paragon musical?" some one asks. It may be; but her music is valuable for its own sake, and not simply as wonderful "for a blind person."

An adept at fancy work? Perhaps. At any rate, she *can* sew when the need is; and she has either sewing, knitting, crocheting, or other resource of some kind, so that she can busy herself at odd times without taxing other people.

By her diligent endeavors to do all for herself that she may to attain the utmost independence, our ideal blind woman has gained a high and blessed power,—the power of helping others. One who has not strenuously cultivated self-helpfulness, however, will often be of "more bother than worth," as we say of children, to those whom she attempts to help.

The ideal blind woman is cheerful. "Oh, well! Blind

people are always cheerful," the world says. Yes, I know it does, though I do not know whether it is true. But this friend of ours has a steadfast cheerfulness, born of faith and courageous endeavor. She has measured her dark trouble, and shouldered it. She finds it not only cannot crush her, though it certainly delays her progress, but that she can even stand erect under it, provided she adds no burdens of her own making and uses all the means obtainable for lessening the weight of this one, such means being what is included in the comprehensive term "education."

She is greatly interested in all other blind people fighting the battle of life and encountering the same difficulties with herself.

She will not marry. She can endure blindness, but she will not propagate it.

She is not over-sensitive about her lack of sight, knowing it is a fact which must often occasion remark.

She pays good heed to hints. Should any one suggest that she sit a little differently at the piano, she will not wait until she has to be told that her position is really very awkward. She receives hints gratefully, and profits by them immediately.

She strives to win respect rather than pity; but, while this kindly, tender-hearted old world will give its pity spontaneously and plentifully to blind people, they, like seeing people, have to be worthy of respect in order to be respected, and to be lovable in order to be loved.

She is not conceited. It is said that blind people are especially apt to be conceited. I suppose one reason for this fact is that the simplest thing a blind person does is so apt to call forth wonder from seeing people that we get a wrong idea of the absolute value of ourselves and our achievements. Honest self-measurement is a cure for all this.

Now, we have observed that the ideal blind woman is self-helpful, helpful to others, cheerful, interested in other blind people, against marriage, not over-sensitive, but accepts hints readily, is not conceited, is respected rather than

pitied, is loved because she is lovable. All this she is, and far more. Indeed, I have purposely dwelt upon the plainer and more practical part of the subject. In closing, however, let me give a few golden sentences, expressing the principles which have shaped her strong and beautiful character : —

“ Sow an act, and reap a habit.”

“ Be useful where thou livest,
That they may both want and wish
Thy pleasing presence still.”

“ Pitch thy project high.
Who aimeth at the sky
Shoots higher much than if he meant a tree.”

“ All worldly joys go less
To the one joy of doing kindnesses.”

“ No life
Can be pure in its purpose
And strong in its strife,
And *all* life not be purer and
Stronger thereby.”

EMILIE POULSSON.

DRESS AND DEPORTMENT: THEIR RELATION TO THE SUCCESS OF THE BLIND.

THE fact is becoming more and more clear to the blind and their friends that to be a successful man or woman in these last days demands the removal of every obstacle possible, as well as the putting forth of the utmost endeavor to surmount those which of necessity remain. It is the aim of this article to call attention to some removable obstacles. If the writer shall give some hints in regard to dress and deportment, and shall do it in an entirely friendly, if frank, spirit, he is not doubtful that he will be accorded as cordial a hearing as the importance of the subject deserves. This is no time for ornate literary disquisition: let us speak plainly, and get at our subject at once.

Since the achievement of success is our goal, it will be

entirely within the scope of our subject if we inquire upon what success in life is founded. We may reply with sufficient accuracy, Upon the possession of ability and of the confidence of others, not only in our ability, but also in us as men and women. I put this confidence above the possession of ability even, for many a man of ability has failed because no one would repose faith in him. It is a great misfortune of the blind that the want of sight tends to weaken the confidence of others. The reason is not far to seek. It is the eye more than any other feature that gives life and interest to the face. It is the eye, too, that men seek when, with warm hand-grasp, they bid each other welcome or adieu. The eye can look love, hope, joy, grief, and all the emotions of the heart. It is one of the best indicators of character, and it is universally appealed to for judgment. A person whose eyes are veiled or incapable of expression, by the very reason of his blindness, stands at a great disadvantage when seeking the favorable judgment of others. Let the blind see to it that there be no further impediment than the lack of this invaluable possession.

Such an impediment, it seems to me, is often found in the lack of consideration that is given by the blind to the matters of personal appearance and deportment. The absence of sight not only prevents a sympathetic response to the glance of a beholder, but also puts no check on his curiosity. It is a fact worthy of the most careful consideration that the blind are subjected to the most minute and constant inspection, wherever duty or pleasure leads them. Of course I am speaking now, not of the attitude of their seeing friends, nor of that small percentage of people whose sense of courtesy is stronger than that of curiosity, but of the custom of the mass of people upon whose verdict the success of the blind is hanging. And what is the effect of this inspection? Just this: it will either strengthen or weaken their confidence in blind people, just in the measure that neatness or untidiness is displayed in their personal appearance.

Even so frank and bold a paper as this need not discuss in detail those infelicities which mar the appearance of peo-

ple, seeing as well as blind. But to the latter class I would speak with an emphasis born of a conviction of the *necessity* of such utterance: Exercise the most unflagging zeal for neatness. Let the face, the hands, the teeth, the nails, the hair, clothes, and shoes tell but one story to that self-appointed inspector yonder; namely, that he is in the presence of one every detail of whose toilet stamps him as a gentleman and whose demeanor is the strongest rebuke to such deplorable lack of courtesy. In matters of dress, be guided by the rule to which the seeing defer. Let not your standard of attire be that of a fop; but, in so far as your means and scrupulous care will allow, be dressed as gentlemen dress. A blind man of all others should hesitate long before saying to a demand upon him for a needed improvement, "I cannot afford it": the chances are that he cannot afford *not* to afford it.

There is another reason why personal appearance should meet with careful attention. Unfortunately, there is a popular belief that blindness is always and necessarily accompanied by marks of misery, poverty, and disorder of very pronounced types. Doubtless people are not entirely to blame. The appearance of the many blind mendicants with their dogs and other paraphernalia, who formerly existed in such large numbers, served only to illustrate what appears to be present axiomatically in the minds of many. But, thank God! those days have passed or are rapidly passing. Thank him, also, that the blind, if they will, can rise from the dark caverns of prejudice and ignorance into the sunlight of self-respect and the confidence and loyalty of others! To the blind, then, let the word be, Deserve the confidence of your fellow-men! to those with whom they have to do, be it said, Take no mean advantage over your sightless neighbor, but accord him the same measure of courtesy and the same standard of judgment that you demand for yourself.

There is left little space to speak of deportment. This stands hand in hand with dress as a means of procuring the good will of those whose confidence we desire. The growth in the demands of society, which has changed the practices

of the savage into the refined manners of a modern lady or gentleman, is a complex one, but is based, like all virtues, on the principle of unselfishness. Do not that which will encroach on the rights of your neighbor, and omit nothing that will increase his pleasure in your companionship. The art of politeness is best learned by imitation, and hence is one of the most difficult for the blind to acquire. It is safe to say that too little attention is paid to this matter, both by pupils and teachers, in the various schools for the blind. The engagement of a special teacher of deportment, mentioned in the January *Mentor*, to direct and supplement the earnest and constant efforts of every officer of the school, seems a step in the right direction, and warranted by the existing necessity. The parents of the blind must do their part in requiring, during vacations and at all times, the most diligent regard both for manners and for personal appearance. But a proper attention to the principle of unselfishness ought to suggest to the blind themselves how to avoid many errors of deportment which otherwise they might commit. It should be plain, for example, to the most thorough-going stickler for neatness in personal appearance, that any attention to matters of toilet is not a public matter, but should be given in private only. A better conception of the power and range of vision will assist the blind in their efforts to avoid giving offence in what with both blind and seeing is often a serious breach of etiquette. Let it be put down as a general principle that whatever calls the attention of a stranger to us is reprehensible. Yawning, talking loudly with friends, humming a tune as we walk the street, the incessant choosing of one's self as a subject of conversation, and that abomination of abominations,—retailing one's private affairs to a car full of people,—are things which well-bred people never do. The use by the blind of tobacco—that relic of barbarism by means of which man asserts his superiority over woman-kind, in that he denies this “luxury” and “solace” (pet names of his) to his wife or sister except as it comes in rank and malodorous effluvia from his personage, while he himself puffs and chews val-

iantly — is suicidal. It is safe to leave the decision of many other matters which it is not possible to mention, to the enlightened common sense.

The conclusion of the whole matter is this : Let each blind person attend with fidelity to the important matters of appearance and deportment. Let him do it for the sake of his own success and for the sake of the influence that each one has in determining the condition of the blind, which in these later years, has been growing brighter and better.

ELMER S. HOSMER.

BAND-LEADING AS AN EMPLOYMENT FOR THE BLIND.

It has fallen to my lot during the past few years to undertake the leadership of several bands in the State of Ohio ; and I gladly give the results of my experience to the readers of *The Mentor*.

Among the qualifications of a band-leader, besides the general requisites of energy and quickness of perception, I have found the knowledge of harmony and composition and a correct ear to be indispensable. I have had to do with men of little musical culture, whose imperfect knowledge of music was still further confused by the many typographical errors to which band music seems particularly subject. My method has been to write in Braille the part for the solo cornet, indicating carefully the marks of expression and the long rests, should such be given to any instrument or instruments. Having committed so much to memory, I am prepared for rehearsal, relying upon my ear and understanding of harmony to note errors, in the correction of which I have often called on the most intelligent member for aid in pointing out the mistake in the offender's part. Of course, I do not play myself until the piece is well under way.

Marching, out of doors, has given me some trouble ; and I have found it practically impossible to keep in line with men from three to six feet distant. For the solution of this matter, I have asked the porter — who regularly accom-

panies bands here as a sort of commissariat—to walk shoulder to shoulder with me.

I have had some experience with orchestral work also, and have met with no insurmountable obstacle. Playing for concerts and dances introduces no new factor into the problem, nor does theatrical work, other than the catching of the cues. My Braille writing here as elsewhere has proved a trusty friend in noting the spoken words of the actors.

I am thoroughly convinced, however, that it is only in the amateur field that the blind can hope to succeed. The constant changing of programmes, the accompanying of soloists at a moment's notice, etc., make demands on the professional, either in band or orchestra, that only a musical genius, if he be blind, can satisfy. In the line of work which I have followed, I see no hindrance which a blind man, properly equipped, will not be able to remove.

C. H. PRESCOTT.

SIGHT AND SIGHTLESS DRAUGHT-PLAYING.

Draught-playing, as performed by the seeing, is an amusement more or less participated in by people of all countries.

The remarkable skill displayed at the game by several of our sightless proficientes has demonstrated, beyond dispute, that the mind, through the medium of touch, may be trained to comprehend the multifarious involutions with which this recreation abounds. To all the patrons of our new monthly who desire to have kindled in their minds a relish and ever increasing fondness for this simple yet most profound of games, is extended a cordial and earnest invitation to join our exploring expedition for an ocean voyage over and around the checker-board.

Small ocean! think you? We have the log-books of navigators who have been sailing over it for four centuries; and none of them as yet have cried, "Land ahead!" But of this more will be stated in future issues.

The Mentor shall be our stanch and gallant ship, and we her dauntless crew. So come on board, ye hardy youth

and gentle maiden, sign articles, procure your outfits, and be in readiness for duty. Familiarity with nautical lore, boatswain's calls, and ship's tackle, will be essential: adroitness at sail-setting, imperturbability in working ship, and fluency in compass-boxing are indispensable qualifications to adept seamanship.

Impecuniosity will doubtless debar many of our party from supplying their chests with charts, buoy-books, and navigators' guides; and consequently these will be obliged to fall back on the ship's library. All inquiries pertaining to matters within our province will be answered as far as can be. In order to facilitate movements, we shall give the locations of the most dangerous obstructions thus far discovered, with soundings on and about the same.

We shall leave our moorings for an outward-bound cruise on the starboard tack, through the main ship channel, on a taut bowline, yards braced up sharp for a four point course. Should a cross-current sweep us off the main passage, we'll tack ship and enter side channel, avoiding, as far as known, all cyclonic latitudes. Ahead are wide waters, divers currents, unspindled reefs, unbuoyed shoals, changing quicksands, buffeting billows, baffling breezes, and misty skies; yet, with a zealous crew of thoughtful, watchful adventurers, we shall not tire of our voyaging, but, with every sail, block, and becket, and a vigilant lookout at the mast-head, we will speed on and on, with the hope that ere long we may overhaul the main squadron of our seeing contemporaries, and unite with them in a friendly rivalry for new discoveries.

ON BOARD FLAGSHIP "MENTOR," DRAUGHT DEPT.,
Feb. 1, 1891.

First General Orders.

No. 1.— Boat officers will muster their respective crews, and see that they are manned with proper outfits.

No. 2.— Outfits shall consist of at least one cell-board, together with the requisite number of counters or pieces, and a suitable box for stowing the same when off duty.

No. 3.— Crews will number the cells of their boards in

the same order as that adopted for the numbering of the squares upon the boards used by the main squadron.

No. 4.— Rules governing the movements of counters or pieces shall not differ essentially from those of the main squadron.

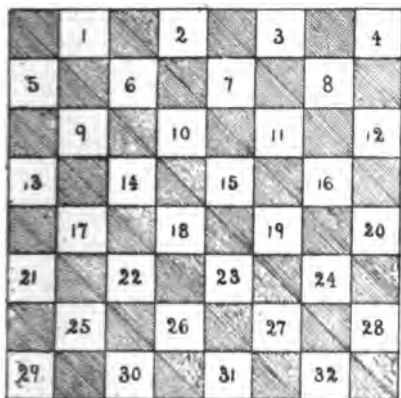
No. 5.— All rules adopted by the main squadron which require observance of colors, or in any manner restrict the movements of the hands, must of necessity be and are hereby eliminated.

No. 6.— All communications intended for this department must be forwarded to H. S. Rogers, 19 Tilley Street, New London, Conn.

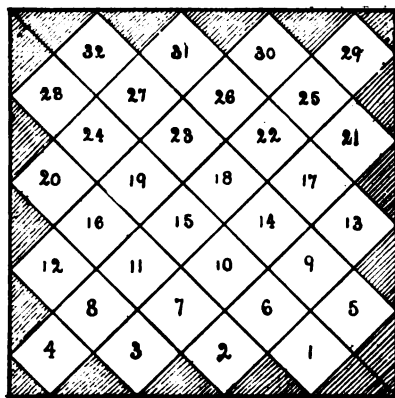
In order to acquire a thorough understanding of the preceding directions and suggestions, it will be necessary to carefully study the following instructions from our maritime manual.

Cell-boards are of two patterns, as shown in the following diagrams.

No. 1.



No. 2.



First, the Egyptian or ordinary board is a quadrate, consisting of sixty-four alternate cells and spaces.

Second, the Lallemon or natural board consists of a group of thirty-two cells, formed of dual pyramidic groups of sixteen cells each.

It will be noticed in diagram No. 1 that cells are numbered exactly as in reading the lines of a page from one to

thirty-two. In diagram No. 2, the order is reversed. Cells are numbered for the purpose of announcing the moves while playing the game, and also that the moves may be recorded, which it would be impossible to do without associating some symbol with the cell, and thus being able to retain it in the mind.

An accurate and tangible representation of these diagrams may be produced on paper, as follows :—

First, to form the Egyptian pattern upon a Braille tablet. Place the paper in the tablet in the ordinary way, and make the six-dot character in the first three cells of the first and second lines. Then, skipping three cells, make a like group of six-dot characters in the seventh, eighth, and ninth cells of the same lines. Repeat this operation until you have made four of these groups in the first and second lines. Then make four similar groups in the third and fourth lines, skipping three cells at the beginning. The fifth and six lines will be like the first and second. In this way make eight rows, each row having four groups, and each group six characters. The plain squares may be numbered as they occur in making the diagram.

Second, to form this pattern upon a New York tablet. Place the paper in the larger size tablet,—namely, fifty cells in width,—in the ordinary way. Put the guide in the third hole from the top, make the four-point character in all of the cells of the three lines, then change the guide to the next position below, and make a two-point character in the upper half of all the cells of the first line. At the bottom of this line of cells make a two-point character in the first ten cells, then, skipping five cells, make five more two-point characters, then, skipping five, make five more, and so on until you have reached the opposite side. Do the same with the four-point character in the second and third lines as you have with the two-point character in the lower half of this line.

Now in the thirteenth cell of the second line make the four-point character, which indicates the numeral one. Then, skipping nine cells, make the numeral two; then, skipping nine more, make the numeral three; then, skipping nine

more, make the numeral four, which is the last in this line. Now move the guide to its third position, and make the two-point character in the top half of all the upper line of cells the same as you did in this line while the guide was in the second position. Now in the lower half of this line make the two-point character in the first five cells, then, skipping five, make five more, and so on until you have four, then, skipping another five, make ten, which will carry you to the end of the line.

Do the same with the four-point character in the second and third lines as you have with the two-point character in the lower half of this line.

Now in the eighth cell of the second line make the numeral five, then, skipping to the tenth from this, make the numeral six, and so on until you have numbered this line of plain squares.

Dropping the guide to its fourth position, do exactly the same as when the guide was in the second position, being careful to number the squares in their proper order ; namely, 9, 10, 11, 12.

Dropping the guide to its fifth position, do the same as you did with the third position. Continue in this way until your guide has reached its tenth position, in which you will make the four-point character in all the cells of the three lines. After which, place the guide in its next place, and make the two-point character in the top half of all the cells of the first line. If you have been careful to number all the plain squares as they have occurred, you will have an excellent reference board, with a neat border. Size the back with a thin solution of white shellac dissolved in alcohol, and it will be very serviceable.

Third, to form the Lallemont pattern upon a Braille tablet, place a square sheet of paper in the tablet diagonally. Then across the centre of the sheet make a single horizontal line of dots running through twenty-one cells. Two lines above this make another single horizontal line of the same length. Two lines above the second line make a third line, not extending so far in either direction by three cells. Continue in this way until you have made four lines above the centre

line. Then make four similar lines below the centre line, and connect the ends of the corresponding lines, above and below, with straight lines of dots.

Fourth, to form this pattern upon a New York tablet, place the paper in the tablet diagonally, put the guide in the seventh hole from the top, and make two double horizontal lines in the bottom row of cells their entire length. Move the guide up one position, and make a similar double horizontal line of dots in the *middle* row of cells. Move the guide up another position, and make a similar line of dots in the *upper* row, commencing with the eighth cell and ending with the forty-second inclusive, which leaves eight vacancies, the same as at the beginning. This time carry the guide up two positions, and make the double horizontal line in the *lower* row, commencing with the fifteenth cell and ending with the thirty-fifth inclusive. Move the guide into the next position, and make a double line of dots in the *middle* row, commencing with the twenty-second and ending with the twenty-eighth inclusive.

Now carry the guide down to the ninth hole from the top, and make a double horizontal line in the upper row of cells their entire length. Carry the guide down one position, and make a similar horizontal line in the middle row of cells, commencing with the eighth and ending with the forty-second inclusive. Carry the guide down another position, and make a similar line in the lower row, commencing with the fifteenth and ending with the thirty-fifth inclusive. This time carry the guide down two positions, and do the same in the middle row, commencing with the twenty-second and ending with the twenty-eighth inclusive. Now connect the ends of the lines of corresponding lengths, above and below the centre line, with straight double lines of dots. This diagram may now be numbered as follows: the single square in the upper row, 29; the three squares of the next row, 30, 25, 21; the next row, 31, 26, 22, 17, 13; next row, 32, 27, 23, 18, 14, 9, 5; next row, 28, 24, 19, 15, 10, 6, 1; next row, 20, 16, 11, 7, 2; next row, 12, 8, 3; and the last single one at the bottom, 4.

H. S. ROGERS.

AT HOME AND ABROAD.

ILLINOIS.

THE SOCIETY FOR THE HOME TEACHING OF THE BLIND IN CHICAGO commenced its work nearly eight years ago through the instrumentality of Dr. Moon, of Brighton, Eng., who is at the head of an institution for the blind, and is entirely without sight. Some years previous to his visiting the larger cities of America, he had been led to consider the condition of those blind persons, "so many in number," who had either lost their sight in middle life or whose finger-tips, by means of hard work, had lost much of their sensitiveness; and so they were quite unable to read the small print which is taught at the institutions. Dr. Moon, having realized these difficulties, and of how much pleasure these poor people were deprived, determined to meet their needs, if possible. So he invented a simplified alphabet, large and easily fingered, with the happy result that to hundreds of persons it has been, as it were, the beginning of a new life. When Dr. Moon came to this city for the purpose of introducing this type, he became the guest of Mr. William Bradley, who took such a thorough interest in the matter that he soon succeeded in getting together a number of prominent ladies and gentlemen of the city, who at once formed themselves into a society for the purpose of providing a free library and free teaching for the blind. Our library contains about four hundred and seventy books, most of them in the Moon type; but there are about one hundred in the "line" for the benefit of those who are able to read them. The teacher's salary and all other expenses connected with the work are defrayed by this society. The blind in any part of the city who wish to learn the Moon type are taught at their homes. Others are read to once a week, and are greatly cheered and comforted thereby. Time and space would fail me to tell of the blessings and benefits resulting from the establishment of this free library and the work connected therewith. Many a heart has been cheered and many a

spirit brightened by the finding of a treasure in the way of access to books which they had long thought were closed to them forever.

EMMA AYLMER, *Librarian.*

ITALY.

THE erection of buildings intended for the Institution for the Blind, in Milan, was commenced last April, and is being actively carried forward. It is hoped that they will be ready for occupation in the autumn of 1892. When completed, this vast establishment, of which the expense of construction alone is estimated at 860,000 francs (the land having cost 400,000 francs), will be one of the finest for the blind in Europe.—*Le Valentin Haüy.*

MICHIGAN.

IN the January issue of *The Mentor*, I gave, in brief, a description of our school buildings and grounds. In this issue, I will give a brief sketch of the founding of our school.

For a period of more than twenty years the deaf-mutes and the blind were assembled together under one corps of instructors in the city of Flint, and, as in all other instances where the two classes are associated, the progress of the blind, at least, was greatly retarded; but an act of the legislature of 1879 divided the two classes, the deaf-mutes remaining in their present building, while the blind were removed to Lansing. The central portion of our present main building was then in the hands of the Odd Fellows, who had erected it with the view of making it a home for the widows and orphans of deceased members, and had hoped to interest the general lodge of the State. They had failed in this, and it was therefore necessary to dispose of the building at a very great sacrifice. The General Assembly, seeing clearly the advantage that would be gained by purchasing it for the purpose of a school for the blind, bought the estate; and, at the opening of the school year in 1880, the blind commenced their studies independently in their new quarters. The number of pupils at that time was only about thirty-five. A board of trustees, three in number, was also appointed to take charge; and this board, in turn, appointed Mr. James F. McElroy, A.M., to act as superintendent. Under his judicious management, the school steadily increased in numbers; and, in 1884, a wing was built on the south side, to be

occupied by the girls, and the following year a corresponding wing was erected for the use of the boys. Mr. McElroy, being of an ingenious turn of mind, was soon called to a much more lucrative position; and in 1887 he severed his connection with our school, and took up his residence in Albany, N.Y., where his expectations have been more than realized. He carried with him the love and best wishes of his corps of instructors and pupils as well.

A. C. BLAKESLEE.

[Continued in our next issue.]

MISSOURI.

MISSOURI SCHOOL FOR THE BLIND.—Our biennial report has just been received from the printer, and will soon be sent to the brethren over the land.

The committee appointed by the governor to examine the State institutions visited us last week, and found us in our usual robust condition.

The teacher of gymnastics began a few weeks ago, and has made an excellent showing for so short a time. The pupils, boys and girls, are much interested, and thoroughly enjoy the work. The roller-skating craze has struck us hard and deep. Two evenings each week do not nearly satisfy the "cranks." Our large enrolment of new pupils has necessitated the employment of another teacher. The Mandolin Club that proved such a source of pleasure last term has been reorganized, and serenades are now in order. We have an excellent work for the little ones now in press, and expect to have it in the hands of the binder very soon. We are experimenting in the direction of having our girls learn piano tuning and repairing, with evidences of success. The Merritt Type-writer seems to solve the problem of a cheap instrument for the blind.

What has been done toward having a display of the work of the blind at the World's Fair? It is early to begin; but, if it is not begun early, nothing will be done. I think the matter should receive the attention of the Executive Committee at once.

A. T. C.

NEW YORK.

NEW YORK STATE INSTITUTION ITEMS.—It is always pleasant to report the success of our pupils, as it tends to inspire others to put forth efforts toward the same results.

Mr. Franklin Kent, a graduate of the class of '88, has received an appointment as organist in a church at Boonville, N.Y.

Mr. George Johnson, organist of the Presbyterian church in this town, has asked for an increase of salary, having received an offer of a more lucrative position elsewhere.

A new sewer is in process of construction here, which, when completed, will dispose of the sewage by what is known as chemical sedimentation. Good results are expected from this, it being the aim of the trustees to have this building as healthful as possible; and in this they will probably succeed.

Mr. Boesch, of Cleveland, Ohio, formerly a pupil of the Perkins Institution at Boston, Mass., spent a few days with us a short time since. He was then returning to his home.

A project has been started at Buffalo, N.Y., to enable worthy blind pupils of this State to obtain a livelihood by their own efforts in a working home to be established there.

Pupils who went home for the holidays returned in good season, and now all are busily engaged in finishing up this term's work.

NOVA SCOTIA.

W. H. JOHNSON, one of the largest pianoforte dealers in the maritime provinces of Canada, has recently engaged the services of Montague Warren, a piano-tuner who graduated from the Halifax School for the Blind in June, 1890. Mr. Warren is, in every respect, a first-class tuner; and his engagement by such a well-known firm will be of advantage to every tuner who graduates from the institution at Halifax.

On the west side of Halifax harbor is situated the town of Dartmouth, on the outskirts of which are many beautiful suburban residences. Several of these were planned and built under the immediate supervision of a blind gentleman named John Esdaile, who won an enviable reputation among architects. Mr. Esdaile not only had a perfect knowledge of the best manner in which to plan the interior of houses, but also a correct idea as to the beauty of the exterior design, upon which he always expended much time and careful thought. Mr. Esdaile died some years ago, but the

houses which he has constructed stand as monuments of his ability and pluck.

Among the curious occupations which are sometimes taken up by blind persons is one which may be new to readers of *The Mentor*. Some years ago William Smith, a graduate of the Halifax School for the Blind, went to the Canadian North-west with the rest of his family; and, not having a taste for farming, he set about to seek an occupation. At length he began to purchase from the Indians and hunters large numbers of buffalo horns, which he carefully prepared, mounted, and handsomely polished, and sent them to the East, where he found a ready sale for them. He has now established a good business in his own peculiar line, and makes a fine profit from his enterprise.

• OREGON.

THE OREGON INSTITUTION FOR THE BLIND was established in 1872, with only two pupils. Since that time, it has been closed four years. In 1886 the present property was purchased, also an organ, piano, books in raised print, and apparatus. There has been an average of about seven pupils in the school the past eight years. In October work began with six pupils, and we now have sixteen, most of them children. There are over forty blind in the State, of school age; and we hope to be able to report double our present number a year hence. We have a library of about three hundred volumes in New York point and line letter. The former is taught exclusively in both reading and writing; but the line letter is read by several pupils, and two still write with pin-type. All are taught the use of the type-writer and music, also net and hammock making; and the young girls, sewing and knitting. Current topics and general reading fill the evenings. The boys and girls are upon different floors of the same house, but eat and study in the same room, under the supervision of employees. Our school year is at present only eight months, but we hope to have another month added to it in the near future.

OLIVE M. CAPWELL, *Superintendent*.

PENNSYLVANIA.

PHILADELPHIA ITEMS.—On the morning of the 23d of December, all hands came into the large hall of the Institution, in order to enjoy the long-expected Christmas "secrets." After fully three

hours of charades, both speaking and acting, songs, declamations, band pieces, and a minstrel show, some one in the audience was heard to say, "Why, there has not been a stupid number yet."

Nearly half of the pupils remained during the ten days' recess. For these there were two Christmas trees, well trimmed and lighted; and there was a present for each and all. Besides, Kris Kringle had not neglected the hung-up stockings of the younger folks. Daily readings and candy-munchings and pop-gun shooting served to pass the time pleasantly away. One hundred and forty pounds of mixed candy, in pound boxes, were distributed to those who were present at the Christmas dinner.

During the holidays the Acting Principal gave lectures before two Women's Educational Clubs in Newton, Mass., his subject in each case being "The Education of the Blind." Mr. Allen believes that too much cannot be done for the blind of the future in the way of enlightening the public on this generally benighted subject.

It may be a surprise to many to learn that from August, 1852, until November, 1854, the Hon. James G. Blaine was principal teacher in this Institution. Referring to the latter's appointment, the Principal, in his Annual Report for 1853, wrote words which we can readily believe; namely, "Mr. James G. Blaine has been elected" to the office of principal teacher, "and gives the most satisfactory evidence of his ability to fulfil its duties."

In this connection it may not be out of place to add that ex-President Cleveland was formerly a teacher in the New York Institution for the Blind.

Query: Does teaching the blind lead to governing the nation?

RUSSIA.

A MONTHLY journal devoted to the blind, and published at St. Petersburg, under the title *L'Aveugle Russe*, was abandoned in June, 1889. It was established in 1886, M. Ottocar d'Aderkas being chief editor. Its cause—the promotion of the welfare of the blind—is not, however, left without an organ. Since July, 1889, *L'Aveugle*, which continues the work of the preceding publication, has been issued under the direction of M. Nedler, Counselor of State and Director of the School for the Blind in St. Petersburg.—*Le Valentin Haüy.*

SAXONY.

At Königswarth there has been, since the latter part of 1888, an institution for blind children of defective intellect, as an annex of the Royal Institution for the Blind, at Dresden. This new establishment, which already has twenty children actually under instruction, is the first and only institution of this kind in the world.—*Le Valentin Haüy.*

VERMONT.

EMMETT C. MCCLURE, a graduate of the Perkins Institution, whose home for nearly twenty years has been in Rutland, Vt., and who for the past two years has been in the employ of the Estey Organ Company, went to Chicago on January 5, to enter the employ of the Manufacturers' Piano Company, at 248 Wabash Avenue, on a salary of thirty-five dollars a week.

EDITORIAL NOTES.

WE hasten to correct a typographical error in our last issue, by which the estimated amount of the donations of the late T. R. Armitage, M.D., to the Royal Normal College for the Blind, London, appeared at only one-fifth of their value,—\$40,000 instead of £40,000.

* * *

A CORRESPONDENT writes: "In your January number, in an article upon 'The Use of Capital Letters in Writing by the Blind,' the author makes the following statement: 'Certainly we cannot write with pen and ink. Common sense immediately consigns that operation to the realm of the impossible as far as we are concerned.' Supposing that the writer (evidently a blind person) understood his subject, I did not at the moment seriously question his assertion; but a few days later I was surprised to see a letter written and addressed with pen and ink by a blind gentleman. It was perfectly legible, too. Now, if such writing is 'impossible,' clearly this man has wrought a miracle. Is it true that the use of pen and ink by the blind is so rare as to be miraculous?"

Will our readers give testimony on the subject?

WE would invite the attention of superintendents and teachers to Dr. Sibley's question as to what is being done toward preparing a display of the work of the blind at the World's Fair. Surely, the institutions of the United States can prepare an exhibit which will be highly creditable to the class and to the educational methods of our country.

* * *

A POINT-WRITING machine is now the *desideratum* in schools for the blind, and several attempts have been made in this direction. An inventor of Bridgeport, Conn., has now an unfinished model in hand. Another model of such a machine has recently been made by Thomas C. Orndorff, of Worcester, Mass.; and a patent is applied for. Still another has just been brought out in England, and *The Mentor* has been promised one of these English machines as soon as they are ready to be put into the market. If there are others in progress, let us hear of them.

THE MENTOR

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ÆSTHETIC CULTURE OF THE BLIND.

[*From the German of W. Mecker.*]

TRANSLATED BY SARA WHALEN.

III.

IF the sense of touch and the inner contemplation of the pure apparent forms of beauty are practised, then will they be, as I have remarked, in better condition to comprehend, to enjoy, the beauty afforded by nature, and to glean an æsthetic page from scientific instruction. A school for the blind is in danger of pursuing the latter instruction too dryly and too speculatively: it cumbers the memory with names and descriptions. Of course, for the sense of touch and for better presentation, it separates the animal into bones, muscles, nerves, and veins; for feeling, it tears the flower into leaves, styles, and anthers. But the harmonious impression of the whole is destroyed by such a process. The soul, so to speak, is torn out of nature; and the consciousness, the æsthetic sense, of the scholar, gains nothing. Therefore, one ought not to confine himself to filling herbariums and natural collections, as well as heads, but present the object in its entirety, with its surroundings and life, and teach the pupil to recognize not alone its nature, but also to understand it æsthetically and to become fond of it in its complete beauty. For this reason, take the scholar frequently into the open air, let him refresh himself and rejoice in the odor of the flowers, in the song of the birds, in

the rushing of the stream, in the murmur of the forest. Give him a domestic animal to care for, so that he may learn to recognize its form, its manner of life and development, and may find pleasure in its attachment. Let him sow and cultivate plants, so that he may realize in them the laws of organic nature, and perceive its wonderful law in small as well as in great things. Such a kind of education cultivates and ennobles the mind, and fits it for the enjoyment of God's beautiful nature during its whole existence.

In geographical instruction, too, which likes to exercise itself in empty extension of space, inconsequent names, and incomprehensible telling, give him substance, which serves to cultivate the mind by intelligible descriptions of vegetation and climate, of the phenomena and products of nature, of the appearance and the mode of life of the people, and thus adorn the bare surface of the earth with a charming attire. The pupil will follow us with pleasure upon such thought journeys, even to the most remote regions; and in that way will his imagination and heart become cultivated.

Like geography, so is history, which is connected with it, fully capable of æsthetic culture. Its important figures are to be treated as paintings, to which the representation of the teacher must give color and life, so that they perceptibly and effectually reach the scholar's mind. By clear and vigorous portrayal, the pupil should be transported into the midst of events. He should rejoice when justice wins, he should be sad when virtue lies low, he should look up with admiration and reverence to the lofty hero, who, despising death, sacrifices himself for the general welfare; and he should himself feel inspired when princes and people enter into battle for noble and great ideas. The wise rule of the almighty and just God, who by invisible threads guides the fate of nations as well as individuals, will be known to him by some rays of light, so that he bends in reverence before this inscrutable Being acting everywhere. It is clear that here everything depends upon the lecturer, who, the more artistically he knows how to form his representations, the more impressively they will act upon the faculty of sensation of the blind, which is otherwise so difficult of arousing æsthetically.

When we go one step farther, we come to the presentation of beauty through language, to poetry. This most general and highest of all arts, which has the whole world for its object, conformably to the working of all the senses and of the entire power of mind, acts principally by means of the imagination upon soul and mind. But, as imagination acts mostly in contemplation of objects seen, the effect of this art among the blind, who only recognize from representations, is somewhat restricted. A person born blind, even if he were come into the world as a genius, gifted by God, a finished poet, reflecting the whole world in his innermost self, will never be capable of the full enjoyment in every sense of our most elevated poetry. Only for a moment is poetry in a decided degree comprehensive and attractive for the blind; that is, in its beautiful form, so far as its expression is audible. The words formed and arranged musically and rhythmically, according to æsthetic laws, act like music, through the fine, attentive ear of the blind, directly upon the feeling, and bring to the inner sensation the beautifully spiritual substance to which the form is exactly suited, as the body to the soul. Indeed, this audible expression artistically formed has an effect similar to a painting in tones, and can often bring close to the inner sense of the blind contemplations of sight even. The character of poetry gains in cultivating power when the teacher, gifted with a musical voice, infused thoroughly with the contents of the piece, understands how to present it to his pupils in an expressive manner, and to guide them also to a fine delivery. He must thus cause the blind to be aroused in heart, which is, as a rule, closed and quiet,—to be awakened and incited to nobility and to be inspired toward beauty.

The most important of all arts for the blind is music, which, independent of the sense of sight, acts through the hearing alone upon the faculty of sensation, the æsthetic sense. It is a universally understood world language in tones, which, disdaining signs for ideas and representations, speaks directly from heart to heart. Gushing from the feelings, it awakens them, and rules the head through the heart,

not, like speech, the heart through the head. Therefore, it exerts an irresistible, magical effect upon men's minds, so that the French use for the verb to enchant, *enchanter*,—to sing to. Even if an Orpheus no longer moves stones with his lyre and no Arion tames dolphins, yet at the present time many a world-weary Faust is aroused to new life by music, and many a raging Saul is soothed to mildness. The mother quiets the weeping child with song, we drive away care and grief with merry lays, and become inspired to lofty deeds by song sublime. The many victories which the armies of the first French republic won are ascribed to the sounds of the "Marseillaise"; and our soldiers in the war for freedom have obtained courage for battle by singing Körner's songs. To our blind, to whom the remaining arts are wholly or at least partially closed, this powerful art of music stands unrestrictedly open, and ought therefore to be a principal factor in a school for the blind, in order to conduct the pupils into the interior of the Temple of Beauty, in whose antechambers they have otherwise been condemned to tarry. Here, in rhythm, melody, and harmony, are the foundation principles of beauty made manifest to them; and by an æsthetic co-operation of the same is the fettered mind aroused to the most productive sensations, to joy and sorrow, to love and sympathy, to fervid piety and entrancing ecstasy, and is inspired to everything noble and sublime. Many æsthetic contemplations are also explained to the inner sense of the blind by shading of tone, especially when it is accompanied in singing by words. And not without reason can we maintain with Aristotle that good music tends to ennoble character in the same manner as gymnastic movements do the cultivation of the body. Even if we cannot, according to the Greek ideal, advance the musical art with the gymnastic to an important department of pedagogics for the blind, nevertheless we should attach a high value to it; and in a school for the blind, aside from the fact that it is also a principal means of livelihood, we should cultivate it to such a degree, with regard to the æsthetic culture obtained thereby, as an harmonious refinement of the whole man

demands and can afford. Let us practise singing, teach piano and organ playing, and let us not refuse the pupils any brass or wind instruments. One is inclined more to this, another to that branch ; and each one has its peculiar effect. But one thing is to be remembered in the cultivation of this art : there is good and there is bad music. As it possesses tones for everything that is highest and most refined, so also does it for what is base and common ; and as it can relieve and reconcile each discord of the mind, so is it capable of fanning the wild flame of desire and of unfettering the demons of passion. Consequently, the teacher should endeavor to give his pupils delicious, heavenly manna instead of poisoned honey. Our German Arndt says : "Music is a delicate, precious songster ; but it can be the author, too, of mischief, can effeminate and lead astray ; and, when it does that, the people ought to break the fiddles and pipes of the musicians."

Finally, a word in regard to religion, with which I should have commenced. Religious instruction also contains many points of æsthetic culture in itself, and it also is supported in its purpose by æsthetics. The ideal forms of the Bible, the highly poetical psalms, the contemplative similes and parables, the tragical fate of the holy people, afford so much æsthetic material that, with the right treatment of the same, the minds of pupils are filled with fine, idealistic substance. Besides, religious culture finds its expression in beautiful forms and ceremonies, which should render easy to an intelligent man the conception of the spiritual and divine. Among our common folk almost all æsthetic sensation and creation are connected with divine service, which, commencing with the solemn ringing of bells, is held in a beautifully built church, adorned with flowers and pictures, amid sublime song with organ accompaniment. This æsthetic side of the service of God is of value to our blind only in a circumscribed degree, since everything comprehended through the eye is closed to him ; and only in the ringing of the bells, in the singing, and in the tones of the organ can he find æsthetic improvement. The last, and especially the

church singing, are of particular importance to him ; and consequently a school for the blind ought to cultivate, with great care, religious song. The otherwise purely visible customs and ceremonies of the church should also be explained and made perceptible to him by the teacher. So may we succeed in elevating our blind in mind and imagination to the Deity, since they can scarcely conceive religion with pure reason ; and we may bring them closer to the Source of all beauty, whose resplendence they do not see in the material world. The concluding words of Goethe's "Faust" have here especial value for the blind : —

"All here's of transient date,
As symbol showeth :
There the inadequate
To fulness groweth."

I have only expressed here a few thoughts as they have occurred, and grouped themselves together, as they would to any one who saw every day, at every step and turn, how very much our blind are hindered from the enjoyment of beauty ; and they may give my honored colleagues some incentive to turn their attention to this branch of the welfare of the blind and to work upon and improve my sketches thus cast forth. Many a one will perhaps say to me that we, engaged in the chief purpose of making the blind morally good and capable of gaining a livelihood, would undertake too much in trying to take æsthetics into account, also. But I think, in the structure of pedagogics for the blind on which we are all building, belong not only foundation, but also ornamental stones ; and as such a one may my little work pass current. I would like not alone to procure bread for our blind, but also to sweeten it. I would like to adorn, as far as possible, that life which a bitter fate has shaped so poorly ; and I would like to shape it toward the capability of enjoying beauty in art and nature. And I beg you to consider what has been said, not as a valuable gift, but as a bouquet of odorous flowers, which I offer to you and to all the blind.

LEARNING TO READ AT THE AGE OF FIFTY-ONE.

ANY man, in the possession of his reasoning faculties, to whom has been granted the blessing of perfect sight, with power to enjoy and improve all its possible advantages until early manhood, having this most important of the senses suddenly removed, would find most severely tested all his courage, all his fortitude and strength of mind, ere he could calmly and patiently adjust himself to this changed relation to his surroundings. But the suffering can scarcely be less when more slowly objects become dim, when through a period of years of failing sight, hope and fear constantly alternate, until the beautiful landscape becomes only a pleasant remembrance, as do also the faces of loved ones which can no longer be recognized. But still more desolate and hopeless is the condition of such a one to whom the world, with its sounds of joy and sadness, its music and discord, its tones of affection and of censure, has long since become noiseless and silent as the grave. In this deplorable condition I found myself, at the age of forty-eight. For the three years following I simply endured life, regarding myself as forever shut out from the possibility of being able to read or write, in both which employments I had always found unlimited enjoyment.

Communication could not be held with me except by a few personal friends, who, for my sake, had learned the single hand alphabet of the deaf. These questions were constantly recurring to my mind: Must I spend the remainder of my life, once so useful to others, but now, alas! so valueless to both myself and them, in utter inaction? Has my heavenly Father willed that I be henceforth debarred all intercourse with my fellows? Must I be shut out from all life's enjoyments, shut up within myself, a living entomb-

ment? Of the blind and their pursuits I knew absolutely nothing, though with the deaf and all matters concerning them I was perfectly familiar, having been for twenty-seven years one of their number. After a time my attention was called to an alphabet of touch, arranged for the totally deaf by Dr. A. G. Bell, which was adopted by my wife and myself; and a few months later the "lettered glove" occurred to her, as a means by which any person of ordinary intelligence could communicate directly with me. By its use was opened to me an avenue to intercourse with everybody. For want of something better to do, and just to keep my fingers and brain employed, I fell into a habit of tying knots closely together in small cord, or narrow strips of thin manila paper previously prepared by myself for this express purpose, then counting the knots, and with these, by a method of my own, working out arithmetical problems. As I sat tying and thinking one day, it came to me: "The blind learn to read books, which are printed expressly for them. Why may not I?"

It was a new thought, and came as a revelation of a possible attainment. We immediately began inquiring to whom we should apply for the print we needed. Though entirely ignorant of the fact that many systems of embossed print were in use, being directed to Perkins Institution for the Blind, Boston, Mass., we wrote accordingly, and sheets of alphabet in line print were speedily forwarded to us. I was then more than fifty-one years old. In less than two weeks I had mastered the sheets and received the primer and two volumes of "The Youth's Library," as my first reading-books. In a few weeks the librarian sent me "The Book of Common Prayer." I then seriously began, my wife being my only assistant, the difficult task of learning to read line print. My readers will please bear in mind that all the help I received had to be spelled out upon the palm of my left hand. I was not long in making the discovery that my success depended upon my ability to cultivate my sense of touch. For the first three months I labored diligently, early and late, upon the easy spelling and reading lessons in the

primer, often spending entire days and evenings in fingering a single page. By the exercise of an amount of patience which would have done credit to Job of old (who never learned to read line print), and perseverance enough to surmount almost any difficulty, I managed to get through that "never-to-be-forgotten primer," and to master the Morning and Evening Services and the Litany of the Protestant Episcopal Church, with which I was not familiar, in about eighteen months, during all which period I spent little time in recreation. There were times when, elated with my success, I gave loud-voiced utterances to expressions of pure delight. There were many times of discouragement, when I felt that all my efforts were useless, that I was wasting my energies in an undertaking which must finally end in failure. One evening, after having spent the entire day in endeavoring to master a simple passage without help, I became exasperated,—mad, I mean,—dashed my book across the room against the wall, and said to my wife: "I tell you that you are laboring under a very great mistake in supposing that I will ever learn to read line print. The letters 's' and 'e' are exactly alike. I can't tell an 'a' from an 'o' or a 't' from an 'l' half the time; and the letters 'p' and 'y' are my abomination. I will not bother my brains with such rubbish!" On the following morning I tied one thousand knots in strips of paper; but, after counting them several times, my old employment became monotonous and uninteresting, when I again sought and found the discarded volume, and to my surprise and gratification easily made out the troublesome passage within an hour. About this time I received from the American Bible Society, as a gift, the New Testament and Psalms in line print. In four months, with occasional prompting, I had read the Four Gospels, a part of the Book of Acts, and many Psalms.

I next sent to the Perkins Institution for a number of books, among which was "Biographical Sketches of Distinguished Blind Persons." One day, while fingering this interesting work, my wife said to me, "You seem to be reading fast and well nowadays." "None too fast, but very well

indeed," was my reply; and added, "Listen, while I read to you aloud." Moving my finger across the heading of a poem, I read rapidly, "'Lines by Milton, to his Old Ass.'" After a moment's consideration, I said, "Well, I did not know that Milton ever owned an ass, for which he had so much affection as to write a poem about it." My wife came to me, convulsed with laughter at this outrageous blunder, and telling me to try again. I then read correctly, "'Lines by Milton, in his Old Age.'"

It is now nearly three years since I began to learn to read, during which time I have read all the books which have thus far been issued for the society which provides religious reading for the blind, Philadelphia, by the "American Printing House for the Blind," Louisville, Ky.; also, several large packages and boxes of books from the library of Perkins Institution, much of the Old and New Testaments, and the *Sunday School Weekly*. Through the kindness of Mr. Morrison Heady, of Normandy, Ky., I received from B. B. Huntoon, of the Institution for the Blind, Louisville, Ky., two large volumes entitled "Burl" and "Washington before the Revolution," of which the first-named gentleman is the author. Besides these, I am greatly indebted to Perkins Institution for the gift of several volumes, and to Mr. H. L. Hall, of Philadelphia, for the Book of Common Prayer; also, to the American Bible Society for the Holy Bible complete. I must confess that I do not like to read aloud to others, for the following reasons: I cannot, without help, make out words and the names of persons, places, and things with which I am not quite familiar; and I cannot hear the sound of my own voice when I speak and read. I am neither a fast nor a slow reader; but I feel amply repaid for all my toil and persevering effort in the pleasure and profit I am daily receiving. I love to feel the old familiar letters under my fingers. They seem like old friends returned after a long absence. Yes, verily, I am satisfied with what I have accomplished, and I am satisfied with being satisfied. A childish woman whom we have recently taken in to do for, and who does what she can for us in return, says of me:

"Mr. Stephens is very wise on his own conceit, ain't he? He talks with a great deal of reason, don't he? I know where he gets his reason from. He feels with his fingers in his big blind man's books, and gets his reason out of them."

HENRY G. STEPHENS.

THE BLIND OF THE UNITED STATES.

SO LONG a time must yet elapse before the publication of the results of the Eleventh Census of the United States, so far as they relate to the blind, that the following statistics, drawn chiefly from the preceding national Census, may be of interest.

A special effort was made in 1880 to obtain more complete and accurate returns of the defective classes than at any previous census; and the result showed that all earlier enumerations had been exceedingly meagre and inaccurate. The aggregate population of the country had in ten years increased from upwards of 38,000,000 to a little over 50,000,000, or about 30 per cent., while in the same time the number of blind persons had apparently increased from 20,320 in 1870 to 48,928 in 1880, or more than 140 per cent. But there seems to be no valid ground for believing that any such marked increase in the relative prevalence of blindness had suddenly taken place.

There was in the United States June 1, 1880, an average of one blind person to each 1,025 inhabitants; *i.e.*, about 975 blind in every one million of the general population. If this ratio has continued undiminished during the past decade, as there seems little reason to doubt, there must have been in this country on June 1, 1890, no less than 61,400 blind inhabitants.

Of the 48,928 blind persons in the United States in 1880, 2,064 (including 84 teachers and employees), or about 4 per cent. of the whole, were inmates of educational institutions. But, as some States have not yet made adequate provision

for the training of their sightless youth by sustaining special schools for their benefit within convenient reach, and since but 43 of the 1,980 pupils returned were of the colored race, there were under instruction about one-nineteenth, or a little more than 5 per cent. of the white blind population of States having such schools. 178 others were in homes for the blind in New York, Philadelphia, and St. Louis; 2,560, or more than 5 per cent. of the whole, were in almshouses; 484, or 1 per cent., were in other benevolent institutions; and 43,598, or about 89 per cent., were domiciled in private families.

There were 26,748 blind males in this country in 1880, or an average of one to each 954 of the general male population; and 22,180 blind females, or one to each 1,111 of the female population,—thus indicating that males are more liable to the misfortune of blindness than are females. 40,599 were born in this country, or one to each 1,071 of the total native population; 8,329 were of foreign birth, or one to each 802 of the foreign born inhabitants,—thus indicating a greater prevalence of blindness among our alien than among our native population.

According to race, 41,278 of the 48,928 blind persons reported were white, or one to each 1,052 of the whole white population; 7,385 were colored, exclusive of Chinese and Indians, or one to each 892 of the total colored population. But, in order to determine the influence of race, the statistics compared should relate to inhabitants of the same locality. Accordingly, we find that in the 14 States having each over 100,000 colored inhabitants—namely, Maryland, Virginia, Kentucky, Missouri, and the 10 States farther south—there were, in 1880, 12,897 blind whites in a total white population of 11,747,530, or one to each 911; and there were 6,619 blind colored people in a total colored population of 5,992,329, or one to each 905 of the colored population, thus showing that climate or other local conditions exert far greater influence than race. And it may be that the disparity between the native and the foreign born elements of the population is due more to differences in habits, health, comforts, and con-

ditions of life than to nativity proper. The variation in the ratios by States is far greater than that by either sex, race, nativity, latitude, or density of population. Thus in the States of Vermont, North Carolina, Tennessee, and Kentucky the ratios exceed one eight-hundredth of the population; while in New Jersey, California, Michigan, Florida, Iowa, and Wisconsin it was less than one twelve-hundredth.

Since the aggregate population of the several States in 1890 (exclusive of Indians on reservations and white people in the Indian Territory and Alaska) has been ascertained and made public, thus affording, in connection with the ratios of the blind to the general population obtained from the returns of the Tenth Census, a working basis for estimating the present blind population of the various States, the accompanying statistical exhibit may prove of interest to readers of *The Mentor*. The estimated present blind population of those States and Territories which had in 1880 less than 100 blind inhabitants in each is undoubtedly far below the true number; and the ratios that are less than 700 to 1,000,000 are based upon too meagre data to be of much value. For the States of North and South Dakota, the ratio for Dakota Territory, which had, in 1880, 63 blind inhabitants, or an average of 468 in 1,000,000, has been employed; while for Oklahoma the average for the United States, 976 in 1,000,000, has been used.

This table shows for the several States and Territories of the American Union: (1) the aggregate population June 1, 1890, according to a recently published official bulletin of the Eleventh Census; (2) the whole number of blind persons returned by the Census of 1880; (3) the average number of blind persons in one million of the general population in 1880; and (4) the estimated present number of blind inhabitants, upon the supposition that the ratios of ten years since still obtain:—

States and Territories.	Population 1890.	No. of Blind 1880.	Average No. of Blind in 1,000,000.	Estimated No. of Blind 1890.
Alabama,	1,513,017	1,399	1,109	1,678
Arizona,	59,620	27	668	40
Arkansas,	1,128,179	972	1,211	1,366
California,	1,208,130	644	745	900

States and Territories.	Population 1890.	No. of Blind 1880	Average No. of Blind in 1,000,000.	Estimated No. of Blind 1890.
Colorado,	412,198	104	535	221
Connecticut,	746,258	613	984	734
Delaware,	168,493	127	866	146
District of Columbia,	230,392	164	923	212
Florida,	391,422	215	798	312
Georgia,	1,837,353	1,634	995	1,828
Idaho,	84,385	6	184	(?) 16
Illinois,	3,826,351	2,615	850	3,252
Indiana,	2,192,404	2,238	1,131	2,480
Iowa,	1,911,896	1,310	806	1,540
Kansas,	1,427,096	748	751	1,072
Kentucky,	1,858,635	2,116	1,284	2,387
Louisiana,	1,118,587	845	899	1,006
Maine,	661,086	797	1,229	814
Maryland,	1,042,390	946	1,012	1,055
Massachusetts,	2,238,943	1,733	972	2,176
Michigan,	2,093,889	1,289	787	1,648
Minnesota,	1,301,826	448	574	747
Mississippi,	1,289,600	1,071	946	1,220
Missouri,	2,679,184	2,258	1,042	2,792
Montana,	132,159	12	306	(?) 40
Nebraska,	1,058,910	220	486	515
Nevada,	45,761	24	385	(?) 18
New Hampshire,	376,530	412	1,188	447
New Jersey,	1,444,933	829	733	1,059
New Mexico,	153,593	358	2,994	460
New York,	5,997,853	5,013	986	5,914
North Carolina,	1,617,947	1,873	1,325	2,144
North Dakota,	182,710		(?) 468	(?) 85
Ohio,	3,672,316	2,960	926	3,400
Oklahoma,	61,834		U.S.	(?) 61
Oregon,	313,767	87	498	158
Pennsylvania,	5,258,014	3,884	907	4,769
Rhode Island,	345,506	300	1,085	375
South Carolina,	1,151,149	1,100	1,105	1,272
South Dakota,	328,808	63*	(?) 468	(?) 154
Tennessee,	1,767,518	2,026	1,314	2,322
Texas,	2,235,523	1,375	865	1,934
Utah,	207,905	126	875	182
Vermont,	332,422	486	1,402	486
Virginia,	1,655,980	1,710	1,136	1,880
Washington,	349,390	47	626	219
West Virginia,	762,794	625	1,011	771
Wisconsin,	1,686,880	1,075	817	1,378
Wyoming,	60,705	4	192	(?) 12
Total,	62,622,250	48,928	976	61,119

A. M. SHOTWELL.

* Including North Dakota.

A NOBLE CHARACTER.

IT may be a difficult task, and one which calls into play the higher faculties of the soul, to fasten upon canvas the lineaments of a human face, so that, though thus robbed of the magic of motion and the changeful radiance of ever-shifting thought and feeling, one can say at a glance: "It is he. How true it is!" But how much more difficult a task is it to paint a human soul so that another may recognize its individuality and feel the wonder of it! This I shall reverently attempt to do; but I hold my brush with the prophetic sadness produced by the shadow of failure.

Now and then a human soul is like a star,—unconsciously sublime, silently beautiful. Year after year its light has been about us, pure and steadfast, making a part of our existence,—so beautiful and bright, yet so constant, and withal so silent, that we do not pause to reflect upon the holy influence; and, even when this star-soul has been withdrawn into the infinite depths of life eternal, its tender radiance still lingers in our sky, making a part of the brightness of our lives, as the light of our midnight heavens comes largely from invisible stars.

Is there any human achievement so splendid as the attainment of a character so noble that its presence is a glory, and its memory an after-sunset radiance, bridging the darkness between the eve of parting and the dawn of meeting? Is there anything that so exalts us as the contemplation of such a character? We are abashed, as if we gazed upon the face of a seraph; and the sleeping angel within the depths of our own nature begins to be troubled, and to stretch its wings upward toward the light. How the narrative of the life of a great soul feels for the secret springs of ambition, breathes upon dying aspirations until they flame up with fresh energy, and kindles new fires in the soul! It is not his triumphs and

failures which thrill us with electric fire: it is his simple greatness. All fortunes and misfortunes are but the leaves and blossoms and other deciduous appendages which come and go with the seasons, while the great tree stands, appropriating all elements—sunshine and storm, frost and dew—to its own majestic growth.

Frank Motz was born Aug. 2, 1865, was educated at the Iowa College for the Blind, and died April 3, 1890. How few and simple are the boundary lines and monuments which may constitute all the description of a human life for which the world inquires! Yet these may embrace what strange processes,—storms, convulsions, splendors, music, might, and mystery! Outwardly, Frank's life was gentle, subdued, and tranquil as an autumnal day; but we know that the serenest skies are the achievement of the fiercest storms. Frank had the fine-strung soul of the artist, that is susceptible to every breath, and is so capable of suffering. He glowed with aspirations. The angel of music had slept in the blood of his ancestors, stirring faintly from time to time; but in Frank it fully awoke, and stretched its wings, beautiful, palpitating, strong. Conscious of his gift, yet assuming nothing to himself on account of it, his bearing revealed that beautiful combination of sincerity and modesty so rare in the gifted. He was eager to make the best use of his talents, not for the sake of achieving fame or fortune, but that he might acquire that power sweetest to the noble soul, the power of helping others. He overworked while in school, practising many hours a day, and graduated to begin the battle of life with a shattered constitution. After a brief struggle with misfortune and ill health, his own shrinking nature being an impediment to his success, he was compelled to abandon the conflict and to return to his home. The death of a beloved sister, whose aid, sympathy, and companionship made a large part of the sunshine of his life, and around whom some of his fondest hopes clustered, deepened the shadows now gathering thickly around this young life. Confined within a country home; cut off from the world of aspirations and activities; barred from intercourse with con-

genial spirits ; without opportunities of culture or any sort of advancement ; sentenced by his failing health to idleness, that most exquisite torture to an earnest soul,—no wonder that he pined and drooped, and that the insidious disease, consumption, was encouraged in its work of destruction. “I am idle, therefore tired,” he wrote to a friend ; but, withal, he was cheerful, calm, and heroic to the end, which came three years after graduation. Any one who, bound by the iron fetters of inexorable circumstances, has felt the dim stirrings of undeveloped power, like the struggles of a captive angel, will comprehend what Frank suffered during these three years. If Heaven means to teach us anything by such sorrowful lives, it is this : that character is everything, and genius nothing,—nothing in and of itself, independent of character.

Few were the visible achievements of Frank’s life ; but the measure of our greatness is not what we do, but what it costs us to do it. It is what one pays for a thing rather than the thing itself that indicates the extent of his resources. Therefore, I repeat, it is not what man achieves, but what he overcomes to reach the achievement, that shows how great and brave he is. He alone knows, too, what slight courage some brilliant victory may have cost him. He alone knows the grandeur of his own heroism, when, under the enfilading fire from the guns of an unseen foe, and bleeding from countless invisible wounds, he gained some small triumph that the world does not think worth its while to note.

I have touched briefly upon the principal events of Frank’s life, because I am attempting, not to narrate a story, but to paint a portrait. One stroke of the brush will fill out the outlines of this beautiful character, as it was displayed during his school life. He had a schoolmate whose mind and sight had both been impaired by disease, and whose playfellows amused themselves by tormenting him, according to the nature of boys who take pleasure in tormenting those weaker than themselves. Frank was the guardian angel to whom this afflicted boy fled for sympathy and protection,

and constituted most of the sunshine which came to this doubly darkened life.

In his last illness the poor child requested his mother to remember Frank in some way. Gladly complying with this request, his mother conferred with the principal of the institution, Professor McCune, as to the manner and nature of the gift. Professor McCune advised waiting until Frank's commencement day, and making the presentation of the gift (which he recommended should be a violin) a part of the commencement exercises. His counsel was followed, and this beautiful presentation scene constituted the final and crowning feature of the commencement programme, followed only by the farewell song, in which the voice of the recipient was heard to tremble.

The assembled audience, consisting of the students, their friends and relatives, and visitors from the town, sat with bated breath, wondering whither the prefatory and somewhat discursory remarks of the principal were tending. At length he spoke of the perverse nature of boys generally, of their propensity to annoy one another, and especially those weaker than themselves, and concluded by saying, that here was one among us who had never showed surveillance to a big boy or imposed upon a little one,—a boy who had passed through his entire school career without a blemish on his character. Then he spoke in tender and touching language, which I regret that I cannot quote verbatim, of the beautiful relationship which existed between Frank and the afflicted boy; and, with a final tribute to Frank's noble character, he presented the violin amid a storm of applause.

There was a general sentiment of pleasure, a feeling that Frank had received the highest honors of his class.

It is not what the public say of us—viewing us from afar, our faults and virtues alternately, and always magnified by the eyeglass of idle curiosity—that constitutes a correct basis from which to estimate our character; but it is what our friends say,—those who pass in and out with us daily, those who have an opportunity to discriminate between temporary and permanent phases of character, who read our glances, dwell upon our words, and are moved to action by

our acts, that constitutes the truest basis from which to estimate character.

One of Frank's schoolmates writes of him, "I never knew any one whose motives for action were so pure and unselfish." Another says, "Even those who never refrained from criticism could not but admire while they criticised." "I could and did trust Frank with everything," was the testimony of another. "Toward no other schoolmate have I such kindly feelings," writes another.

Success is seldom an accident. To achieve it is almost invariably an indication of power of some sort in the winner. To achieve success, and to use it for the uplifting of humanity, without arrogating any superiority to ourselves therefor, is indicative of greatness; but to struggle fruitlessly and fail repeatedly, to suffer life-disappointments, and in all and through all to keep strong and pure and sweet,—this is the summit of human attainment. Many of our lives that are seemingly so successful are pitiful failures in the eyes of Heaven, because our noble deeds and splendid achievements are done, not because they are great and good in themselves and will lift humanity a little nearer to God's throne, so much as to make a pedestal for ourselves to stand upon and be gazed at, while we listen to the world, saying, "He has done a great thing!" Frank was so free from all false ambitions, notwithstanding his superior gifts, his character was so beautifully candid, pure, unselfish, and brave, that it seemed to me that every alumnus of his Alma Mater, as well as of every sister institution, would be better for knowing something of him. It is to be regretted that he did not live and retain his health long enough to give the world some of his musical compositions, whose chaste and classic style and delicacy of feeling gave them a striking individuality, and made one listen to them with far-off recollections of Beethoven.

It is right — nay, it is our duty — to struggle for and to achieve worldly success, for we may use it as a Colossus in whose broad hand to kindle a light that shall bless humanity; but success like Frank's is the most dazzling,—great in the eyes of the angels, great in the hearts of his friends!

L. BLANCHE FEARING.

IN MEMORIAM.

PETER THATCHER died at Lake Mary, Fla., on the 19th of January. He received his early education at the School for the Blind, in Columbus, Ohio. He entered the Perkins Institution in December, 1871. His connection was with the tuning and musical departments. He remained three years in South Boston. Always cheerful, genial, and companionable, honorable in his dealings with officers and pupils, he made many friends and proved himself worthy of his popularity.

Disease had early marked him for its own, but with an unconquerable resolution he resisted its encroachments, and, in spite of the most disheartening physical disabilities, found new avenues for the relief of his boundless energies. When the end seemed very near, he left his home in Cleveland, and determined to seek health in Florida. For a while he seemed to take a new hold on life. He invested in an orange grove, and must have met with a large measure of success; for he married and built himself a house. Before his death he had sold his crop of oranges for the season.

Those who knew him will immediately recall his long, heroic struggle to live. For years death hurled its darts from every side; but, with a fortitude seldom equalled, he refused to yield, and with dauntless courage labored to the end. His life was a gospel of hope: to know him was to love him; and the longer you knew him, the better you loved him. With him, "right character was salvation, and salvation was right character." Brave, unselfish, sincere, and generous, he has left behind a beautiful memory.

JULIA A. BOYLAN.

SIGHT AND SIGHTLESS DRAUGHTS-PLAYING.

II.

THE counters, or pieces, technically called "men," are twenty-four in number, and of adverse forms, twelve square and twelve round ; and in thickness should be at least twice the depth of the cells in which they are to be placed, with one side flat and the other concave.

The player using the square pieces, which must invariably be placed in the lowest numbered cells, always takes the first move ; and for that reason it is the rule to change pieces every alternate game, so that each player may have the first move in turn.

"The object of each player is to confine his opponent's pieces in situations where they cannot be moved or where they must be eventually all captured ; and the player who succeeds in accomplishing this wins the game. At first, the pieces can only *advance*, moving one cell at a time diagonally to the right or left ; but, when a piece reaches one of the four cells on the extreme line at the opposite side of the board, it becomes a 'king,' and can then either advance or retreat. The pieces capture in the direction in which they move by leaping over any opposing piece that is placed immediately contiguous and with a vacant cell behind. Should several pieces be exposed by having vacant cells behind them, alternately, the capturing move must be continued until all are taken, unless the capturing piece should reach the crown-head during the progress, which in that event completes the move." In order to illustrate the foregoing, it will be necessary for all our party to have their outfits at hand, together with their reference boards.

In playing the game of draughts by aid of vision, only one board is needed for two players, as the positions of the pieces are under constant inspection from the commence-

ment to the close of the game. In carrying on the game by the sense of touch, a board and pieces for each player will be found of great advantage; for, while one is examining the position of the pieces with the hands, the other can be doing the same thing without annoying his or her opponent, and thus all the time be utilized by each contestant.

As soon as a move has been made, the player making it shall announce the same by numbers, and the opponent shall make a corresponding one upon his or her board.

When several pieces are exposed to capture, the player having the capturing piece shall announce the number of each intervening cell passed, as well as that of the last cell in which the capturing piece is to rest.

To prevent misunderstanding in the announcement of numbers, the player to whom the announcement is made should repeat the same before effecting a similar move upon his or her board.

So soon as any piece shall have reached the crown-head, it shall be inverted to distinguish it from the other pieces, and, when inverted, is a "king."

Should either player neglect to take a piece, and announce some other move, he or she is liable to be "huffed"; that is, the opponent may order the piece that the player should have effected the capture with to be removed from the board; but this does not require the replacement of the piece last announced. So soon as the "huff" has been effected, it shall be the turn of the one ordering the "huff" to move. The "huff" is optional, and the course usually pursued is to require the party neglecting to take the piece to replace the piece last moved, and effect the capture.

When there are two ways of capturing, you may take your choice, whether in one way one piece only is taken or in the other way more.

We think the above from our manual sufficient for all to understand the rules governing the movements of the pieces.

We will close with an example showing how two kings may force a single king from the double corner to a confined position :—

With your board placed so that the cells shall be to the left of the spaces, set the square pieces in cells 12-18-19-22, round pieces in cells 20-28-30-32. Square to move. Square, 18-23. Round's only move is now 20-16. Square follows by 23-27. Round leaps from 32-23, removing the piece from cell 27. Square piece on 19 now leaps to cell 26, removing the piece from cell 23. Round piece in cell 30 leaps to cell 23, removing the piece from cell 26. Square piece in cell 12 leaps over the piece in cell 16 and also the one in cell 23, and, removing the pieces so leaped, rests in cell 26. Round now moves to cell 24. Square moves to cell 30, and, having reached the crown-head, becomes a "king," and should be inverted. Round now continues to cell 19. Square king now moves to cell 26, but is not in time to prevent the round piece from reaching the double corner in cell 1. The following moves now occur in regular order: 19-15, 26-23, 15-10, 23-18, 10-6, 18-14, 6-1, and, being a "king," must be inverted. Square now finds he cannot advance any further to advantage until he has brought up the single piece, and moves 23-26. Round 1-5, square 26-31, and, being a "king," should be inverted, when the play continues as follows: 5-1, 31-27, 1-5, 27-23, 5-1, 23-18, 1-5, 18-15, 5-1, 15-10, 1-5, 10-6, 5-1, 14-10, 1-5, 6-1, 5-9, 1-5, 9-13. Square may now force the round piece into a confined position in three of its own moves by *seemingly* retreating from cell 10 to 15 as follows: 10-15, 13-17, 15-18, 17-13, 18-22. If, instead of square retreating 10-15, it had been moved to cell 14, round could have replied by 13-9, square 14-18, round 9-6, square 18-15, round 6-1, square 15-10; but to effect this requires four moves instead of three, as by the first method.

H. S. ROGERS.

AT HOME AND ABROAD.

CALIFORNIA.

THE CALIFORNIA INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND, at Berkeley, issues its reports biennially, the last being for the twenty-four months ending June 30, 1890. The number of pupils at the close of the fiscal year was 168, of whom 32 belonged to the department for the blind. Since the disastrous fire from which this institution suffered in 1875, the directors have decided to adopt a plan of segregated buildings. The educational building has been recently completed, and a new girls' home is nearly finished. An appropriation of \$2,500 from the legislature will be sought for the purpose of erecting a small hospital; and another building, as a home for the boys, is in contemplation. An organ for the assembly hall is being constructed at a cost of \$2,500. This will be of great value to the blind pupils. The institution acknowledges its indebtedness to Albert Bierstadt, of New York, for the gift of a bronze horse, modelled with great skill and truthfulness by M. Vidal, the celebrated blind sculptor of Paris.

FLORIDA.

THE FLORIDA INSTITUTE FOR THE DEAF AND THE BLIND is one of the youngest schools of its kind in America. It was founded in 1885. The buildings are located a mile north of the old city gates of St. Augustine. There are only seven of the blind pupils, and only one of this number is totally blind. However, according to a list just received from the Census Bureau in Washington, there are 123 blind persons in the State under twenty-one years of age, so that it is quite likely there will be a much greater number in attendance by another year. At the same time it must be admitted that the parents of most of these children in this State are very indifferent to the matter of education.

One of the deaf boys in the colored department is gradually losing his sight, and is now learning to read raised print and to handle the other appliances designed for the blind. Fortunately, he had acquired a considerable vocabulary before his sight began

to fail. As intimated above, the two races are educated in separate buildings; but the deaf and the blind mingle together freely, and apparently to their mutual benefit. In time, as the school grows larger, it may appear advisable to alter this arrangement. At present the deaf children in attendance far outnumber the blind, there being 28 of the former. The school hours are from 8 to 12.30, with an hour's study in the evening. During the afternoon the blind children sew, make bead baskets, practise on the piano, and help in the household duties. The teacher of this department, Miss Luna Sims, is a graduate of the Tennessee Institution for the Blind. Her sight began to return to her while she was at school, and she is now practically a seeing person. The principal, William A. Caldwell, was formerly a teacher in the California Institution, but more recently in the Pennsylvania Institution for the Deaf in Philadelphia.

GEORGIA.

THE GEORGIA ACADEMY FOR THE BLIND presents its thirty-eighth and thirty-ninth annual reports as one pamphlet. At the close of their last fiscal year there were 77 white pupils and 16 in the colored department. A new building, 72 by 47½ feet, and four stories high, is in process of erection. It is intended to be used as a dormitory for males, and will also contain infirmary, library, reading and sitting rooms, a gymnasium, etc.

MICHIGAN.

SINCE the resignation of Mr. J. F. McElroy, in June, 1887, our school has suffered by the frequent change of superintendents, there having been no less than three during the period that has intervened. Mr. Robert Barker, the present incumbent, is now acting on his second year; but his late illness has for the past two months unfitted him for service. His health, however, is steadily improving while under treatment at the Sanitarium at Battle Creek. He is expected home in a week or so, when it is hoped that he will be able to resume his regular duties. The senior member of the Board, Mr. Daniel L. Case, has acted as superintendent, very acceptably, since Mr. Barker's absence.

Our daily school routine is as follows:—

At six o'clock the night watchman rings the signal for the household to rise, and at half-past six the bell is again rung for the pupils to assemble for breakfast. The teachers breakfast a

half-hour later. While they are thus engaged, the pupils are expected to spend twenty minutes out of doors, then they are called in to study until the bell is sounded at 7.45, when all are expected to meet in the chapel for a religious service of fifteen minutes. This consists of singing a hymn or a chant, the reading of the Scriptures, followed by prayer and the singing of another hymn, after which the pupils repair to their respective class-rooms. Four classes are in progress at this session, which lasts fifty minutes. A short recess intervenes before the next recitation which is held but forty-five minutes, after which a recess of twenty minutes allows everybody to get out of doors to enjoy vigorous exercise in our spacious grounds. Two more recitations of fifty minutes each follow, and at twelve o'clock the pupils' bell rings for dinner. A half-hour later the teachers are called for a similar repast. At one o'clock the pupils are summoned to study, at 1.45 they return to the class-rooms, and at 2.30 the literary teachers have finished their teaching in classes for the day. At the close of the last recitation the senior choir are called to the chapel for a half-hour drill, and at its close the junior choir convene for drill. The musical and the tuning departments fill up the day with vocal or instrumental lessons, practice, and tuning. Though each teacher is expected to teach but six hours per day, the various departments draw largely upon the balance of the day in one way or another, so that there is but little leisure virtually for either teacher or pupil. Verily, this is a busy spot in which to do good; and such should be the spirit of every honest instructor. In my next, I will endeavor to tell you something of the studies taught in our school, and the modes of instruction in all branches,—literary, musical, and industrial.

A. C. BLAKESLEE.

MISSOURI.

MISSOURI SCHOOL FOR THE BLIND, ST. LOUIS.—This school occupies a four-story brick building, capable of accommodating about 150 pupils. It is well lighted and ventilated; and the yards, which are large enough for exercise, are provided with brick walks for promenading. The last biennial report, dated Dec. 1, 1890, contains much interesting and valuable information. The literary and musical departments show a high standard. A kindergarten of twenty-two children is mentioned, and a gymnasium and roller-skating rink has recently been provided and fitted up with improved apparatus. In the work department, broom-making is the

principal trade, and the one which is most remunerative in Missouri. Carpet-weaving seems to rank next in importance, and brush-making and cane-seating are taught to the younger boys. In the girls' department, a very high degree of skill has been reached in outline work and hemstitching. The outline work is done from an ordinary stamped pattern, along the lines of which the teacher runs a single coarse thread, which suffices to guide the well-trained fingers. Practical use is made of the phonograph for music-reading and in the printing-office of this school, which uses the Braille system; and an earnest protest is made against the appropriation of so large a proportion of the fund of the American Printing House to special work in the "New York point."

NEW YORK.

NEW YORK INSTITUTION FOR THE BLIND, NEW YORK CITY.—The fifty-fifth annual report of this institution for the year ending Sept. 30, 1890, records the number of pupils at that time as 206. The usual course of instruction has been followed in the literary department. The pupils study harmony and counterpoint, the piano, organ, and guitar, as well as vocal music, making great use of the New York tangible notation. In the industrial department, the boys are taught cane-seating and mattress-making; the girls learn sewing and knitting (by hand and by machine), crocheting, and various kinds of fancy-work. A notable feature is the introduction of the teaching of cooking and household economy. A room is set apart for this purpose, furnished with four gas stoves, portable gas ovens, hot and cold water, and the necessary kitchen utensils; and here the classes, consisting of four members each, receive instruction in household work. Much space has been devoted to embossed systems of printing and writing.

NEW YORK STATE INSTITUTION ITEMS.—We have just closed the first half of a successful term of work in this institution. The health of our pupils has been particularly good. They are at present especially interested in literature; and each day, as they are assembled for morning exercises, one of them gives a short talk concerning some author or celebrated character in history. This does not occupy more than five minutes, and is very pleasing and instructive.

Miss Sophie A. Taft, of Dansville, N.Y., formerly a pupil of this school, has just published a book entitled "Buds of Promise." It contains four stories and a poem, and has received very favorable comments from the press.

NORWAY.

A NORWEGIAN newspaper, *Morgenbladet*, in an article about the deaf, dumb, and blind child, Ragnhild Kaata, speaks of a newly invented writing machine for the blind. It is the invention of Herr Hofgaard, Ragnhild's teacher, and is the result of an effort to furnish her with a simple and practical means of writing the Roman alphabet in raised characters. This method possesses a great advantage over that of Braille, since the characters produced can be read by seeing persons without special study; and a great advantage over ordinary pen or pencil writing, since it may also be read by the blind. The writing machine has already been on exhibition in Copenhagen, where it received a premium.

NOVA SCOTIA.

THE pupils of the Halifax School for the Blind had a good time on Wednesday, the 4th of February. At 11 A.M. two capacious sleighs drove up to the doors of the institution, where a crowd of lively boys and bundled-up girls were awaiting them impatiently. The school band took its place in sleigh number one; but there still was room for a number of the girls, the superintendent, and one or two friends.

The four horses jingle their bells gayly, the buffalo robes are tucked in, then off they go, over the sparkling, frozen ground. Meanwhile, the younger boys and girls have been packed in sleigh number two; and a tight wedge it is, too, to put sixteen small people into a limited space. The wee ones nestle down among the rugs on the straw below. Although there is no band on board, the blithe voices raise a gleeful chorus as the sleighs speed on. They fly from the city to the crisp, snow-covered country. Firs and spruces skirt the road. A stray twig, perhaps, brushes Will's face. Will has clambered to the driver's high seat. There is a musical murmur of water running below the frozen surface of a brook, a caw from the black crow, as he flaps his wings far above us. The people of the scattered farm-houses crowd to doors and windows to see us pass, for the noisy band warns the inhabitants of our approach. At last, too soon, we arrive at our destination. The boys gallantly escort the girls to the door of the country house, and the little ones are carefully lifted out. A cheery fire is burning in the sitting-room; and, when the overshoes, mittens, and mufflers have been laid aside, our merry party assembles around it. Luckily there is a piano here.

With its help, the school choir gives us some stirring selections. Every one seems in voice to-day.

In the kitchen below, our hostess, Mrs. Armstrong, with a corps of assistants, dishes up dinner. Two of our visitors carve turkey, beef, and ham industriously, another cuts up pies and cakes, while still another mashes steaming potatoes and turnips. The dinner-bell is a welcome sound. A short grace, and then everybody is ready to fall to with knife and fork.

Afterwards, some of the boys have a coast; not a few, country-bred, talk knowingly of crops with "mine host," while others explore the premises. The clock strikes four: a toot from the cornet assembles the crowd. On go the warm wraps. The boys pull down their ear-tabs, for a keen breeze is blowing. But the best fun must come to an end. Too soon we are at the institution steps, where our good matron, Mrs. Blair, stands, smiling, to welcome us; and, although the day is over, there is not one among us who will forget the drive of '91.

PENNSYLVANIA.

PHILADELPHIA ITEMS.—It is customary to have chapel exercises twice daily in this institution. Therefore, punctually at eight o'clock in the morning and at seven in the evening, the electric bells call pupils and teachers into the large hall. The boy or girl at the organ opens the exercises by sounding the pedal note. All stand at the sound, and, after a short prelude, join in singing the hymn chosen. The school being seated, if there is an announcement to be made, it is made at this point from the desk. Then follows the Scripture reading, after which comes the chief hymn of the service. A short prayer which is read, is then succeeded by the third and last hymn, usually one of the doxologies. The organist modulates his final Amen into a march, at the first note of which all the pupils turn and march by rows in perfect order and succession out of the hall, and disappear.

These exercises rarely last over fifteen minutes. Coming, as they do, at a time when all are in a mood to enter with a will into things, the result is, not only that the singing is excellent, but also that the services are really enjoyed by every one. Thus the work of the day begins and ends happily.

The method by which the pupils learn a hymn is as follows: The words—rarely more than three stanzas—are dictated to all the school in their several writing classes. This is done at the

beginning of the week, and by the following Friday every one is called upon to recite these words. So far, the literary teachers are responsible. On Saturday, at twelve o'clock, the musical department, in the person of Mr. Wood, teaches the music to the assembled school. Before the hour is over, the four-voice parts are learned, and the hymn is sung. Meanwhile, the organists for the coming week have learned to play the music. In a week, therefore, after the words are first written down, the new hymn is sung in prayers, and remains a stand-by from that time forth.

SCOTLAND.

ROYAL BLIND ASYLUM AND SCHOOL, EDINBURGH.—The ninety-seventh annual report of this institution—one of the oldest institutions for the blind in the world—opens with an expression of gratification that a burden of debt of long standing has been greatly lightened by the donations and legacies of generous patrons, although the “legacy duty” considerably reduces the amounts given. The industrial department at Nicolson Street has 140 employees. Many work at making baskets, brushes, mats, mattresses, palliasses, and cork fenders; others weave sacking and carpets or clean feathers; and a few are upholsterers, tuners, collectors (of subscriptions or accounts), messengers, etc. The sales for the year amounted to nearly £20,000. The educational department at West Craigmillar numbers 79 inmates, and is under the charge of Mr. W. H. Illingworth, who, as the author of a new “Kinderspiel,” *Old Father Time*, evinces his interest in kindergarten methods. This institution stereotypes, prints, and binds Braille books, the whole work being done by a partially blind deaf-mute, with the exception of the stitching, which is done by one of the blind girls. Many topics of interest are mentioned in this report, among others the new provision for the education of blind children. By an act of Parliament, which applies to Scotland only, to take effect Jan. 1, 1891, “The parent of a blind child, if unable to pay for his education, may call on the School Board to defray the cost, ‘at rates to be approved by the Scotch Education Department, for the efficient elementary education of such child in reading, writing, and arithmetic, and for his industrial training.’” This allows that provision may be made by furnishing the needed arrangements in one of the Board Schools or by maintaining the child at some special school for the blind. In either case, the expense is met by the school rates, and thus the child is relieved of

the odium of parochial aid. Another point mentioned as one of the useful results of the Conference held at the College at Norwood was the conclusion "that, where a blind man could really do the work a sighted man was doing among the blind, he should be employed in preference. This applies to trade matters, to teaching, and to the employment of missionaries. Resolutions were unanimously adopted, urging the claims of the blind to such positions of greater trust, of wider usefulness, and of better pay."

EDITORIAL NOTES.

LACK of space compels us to postpone until the April number the notice of a number of institutions of which we have received the annual reports.

* * *

A CORRESPONDENT inquires,—

Where and upon what terms can a blind man learn broom-making?

Will some of the superintendents or managers where this trade is taught have the kindness to answer this question, stating also whether apprentices from outside the State are received?

* * *

THE subject of point-writing machines, mentioned in our last, is a very important one. What the type-writer is to the general public the point-writer will be to those who depend upon the sense of touch; and the need of a cheap, portable machine that will emboss clearly is forcing itself upon our attention with an ever-increasing emphasis. We have just heard of a "punctograph," patented by Miss Sthresley of Austin, Texas, which we hope soon to have an opportunity of testing. We are much interested in gathering information about machines of this description, and we shall appreciate any help that our readers can give us.

* * *

A WESTERN friend writes:—

DEAR ALUMNI,—*The Mentor's* first-born has been laid in my manger, and I feel like singing "Glory!" with the angels. Why, I have been inquiring these twenty years for a periodical that would put me in communication with enterprising blind people. Eureka! Your cover design is quite original. . . . Will I subscribe for *The Mentor*? Of course I will! Here is your dollar. I'll

write for it, too, if I can please you fastidious young Bostonians; am pining for a chance to blow my bugle,—not a long, winding, echoing blast, but a note now and then, just to relieve my high pressure and make it safe for my neighbors.

A subscriber in Brighton, England, asks:—

Cannot *The Mentor* be brought out by an English publisher? I am willing to help by any means in my power. I am sure it would find circulation in England.

* * *

THE readers of the series of articles on draughts-playing may be interested to know that the writer is a blind gentleman who followed the sea for many years, and, at the time he lost his sight, was the master of a vessel engaged in the Southern trade. This fact accounts for the figure in his opening chapter, and his invitation to take a cruise with him in the good ship "Mentor." He is thoroughly familiar with his subject, and those who embark with him may be sure of a delightful and successful voyage. With such a stanch ship, a gallant crew, and a fearless commander, we shall run down any craft that ventures to cross our bow, and overtake the foremost ship in the squadron.

* * *

A BLIND lady from a distant State seeks a situation in some institution as an opportunity to give to others the fruits of her experience. As a teacher, writer, elocutionist, mother, and house-keeper, she has had a varied life. She does not choose her work, but leaves that to the exigencies of the situation. Her letter is indicative of a brave, sunshiny spirit and a willingness to enter heartily into helpful work. If any of our readers can suggest a suitable opening, we will gladly put them in communication with the lady.

* * *

WE have just received a copy of *The Institution News*, a sheet of eight pages, edited by the pupils of the Texas Institution for the Blind and printed by those of the Institution for the Deaf. Its objects, as set forth in the salutatory, are to make the people of the "Lone Star State" better acquainted with the school for the blind at Austin; to convince them that it is *not an asylum*, but an institution of learning; and, through the practice of writing and editing, to stimulate the interest of the pupils in the study of language and literature. We wish our young friends success in their laudable undertaking!

THE MENTOR

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No. 4

RAGNHILD KAATA.

RAGNHILD KAATA was born June 23, 1873, in the valley of Valdres, Central Norway.



Her father was a poor farm laborer. She was a bright child, and could speak a great deal, when, at the age of three and a half years, she was seized with scarlet fever, and lost completely both sight and hearing. When she rose from the sick-bed, she had forgotten her speech entirely, and only uttered inarticulate sounds. Her health was completely restored; and, as she grew up, she was able to help her mother to take care of her little brothers and sisters, she being herself the eldest of six children. She also learned to knit stockings. She had naturally a sweet and cheerful temper; but, as she grew older, she sometimes had outbursts of anger, and would not allow stran-

gers to touch her. Her spirits, too, became less joyful.

Although in Norway there is compulsory education both for the deaf and the blind, it was not until her thirteenth year that it occurred to the authorities that possibly she

could be taught in school. But no principal of either the schools for the deaf or for the blind was willing to undertake the task of instructing her, and it was given up. Then, in 1887, a teacher of the common school in Valdres, Mr. Hallvard Bergh, wrote a letter to the newspapers, and made the public acquainted with Ragnhild and her sad fate. A subscription was immediately opened, and in a few months seven thousand crowns (nearly two thousand dollars) were secured, three thousand of which were sent from Norwegians in the United States.

But, before the opening of the subscription,—in fact, the day after the letter appeared in the newspapers,—the writer of this account wrote to Mr. Hallvard Bergh, and urged him to communicate with the principal of the Hamar School for the Deaf, Mr. Elias H. Hofgaard. This gentleman immediately resolved to undertake the task. The authorities, made acquainted with this resolution, were kind enough to offer to pay the cost of boarding and clothing. In January, 1888, Ragnhild arrived at the institution. She was then fourteen years of age.

Mr. Hofgaard had not yet made up his mind how to teach her, but, when she came, he resolved to try the oral method, which he had employed with success even in the instruction of deaf children of feeble intellect. Among his reasons was this,—that children both deaf and blind would profit even more by the oral method, not being able to write so readily when addressing people unacquainted with the manual alphabet. It also would be of no small advantage to them to be able to call persons in the house, instead of going to find them by touch or using inarticulate sounds.

At first the progress of the instruction was very slow. Ragnhild would not allow any one to touch her mouth, although she herself readily touched the mouths of others, and even liked to do this as the best means of making their acquaintance. She was in a very desponding state among strangers, and there was a certain air of savageness about her.

She was taken into the class-rooms, and made to touch

first the mouth of the teacher and then the mouths of the children, when they answered the teacher's questions. She was greatly delighted when deputed by the teacher to pat the head of the child answering right and pull by the hair the child answering incorrectly. Then Mr. Hofgaard got a paper ball, and the teacher and the pupil tried who was able to blow it away to the greatest distance. When the ball was blown across the table and fell down on the floor, the teacher and the pupil slipped down on all fours, in order to find it. Naturally, the teacher won the contest in most cases; but Ragnhild tried very hard to overtake him, and considered the proceedings great fun. This done, the game was that the mouth should take the shape of *f* and *p*, when blowing away the paper ball.

After that Mr. Hofgaard went on to impart to her the meaning of *f* and *p*. He had cut all the letters in paste-board, and fastened them on small pieces of wood made to be put together to syllables and words on a board. He took *f*, caused her to touch it, wrote it in her hand, let her try to write it herself with her finger on the table, said *f*, and made her say the same. He then proceeded to *p*; but now she said stop! it was not amusing any longer. She took the lead in selecting the letters, pointing out now this, now that, and making the teacher pronounce it.

It was very difficult to get her to tarry long enough at each sound to learn the right pronunciation. In order to make her do it without constraint, the teacher devised many tricks. Especially she loved to dance; and, by way of varying the articulation lessons, she learned several dances, as polka, gallopade, waltz, etc., very well.

In the course of three months she had learned most of the consonants and vowels, and some words. As the teacher's time by his duties as principal was very limited, the progress of the instruction was necessarily influenced by this circumstance.

She first learned the consonants *f*, *p*, *t*, *k*, *s*, and the vowels *ö*, *ø*, *u*, and *ä*. The letter *s* proved difficult. The teacher succeeded by using a small tube placed between the

tongue and the hard palate and making her suck into it water or milk and later blow away from it paper bits placed in the outer end. When she made the same breathings without the tube, it became the *s*.^{*}

When syllables were introduced into the instruction, it took a great deal of time and pains to get her to pronounce two letters together; and later on it was found very difficult to teach her a word of two syllables. In fact, more than eight days were spent on the word first introduced, "sofa." But, when the first word was learned, the rest went easily enough.

The vowel *i* (*i* in *big*) could not be taught isolated. She learned it through the word "fire," (*four*, pronounced nearly like *feara*).

At last came the great moment when Ragnhild had to learn the purpose of all these curious proceedings. The first words chosen were *ur* (watch), *bord* (table), and *fod* (foot). The teacher let her touch the watch, and said, "Ur," laid her hand on the table, and said, "Bord," pointed to the foot, and said, "Fod." It took a long time before it dawned upon her that there was some relation between the word pronounced and the object touched; but, when at last the dawn came, it was broad daylight in the same moment. She took the initiative, and touched the chair; and the teacher gave her the word "Stol." Then she touched a sofa, and the teacher said, "Sofa." Asking the names of the objects, she dragged the teacher through the rooms in the house; and then, satisfied for the present, she ran to her deaf playmates, and showed them with great pride that she could say the names of several objects. Her face beamed, and she raised her face to the person she spoke to, as if she had her sight, and looked at him; and she touched his mouth, as if to ascertain if he was surprised.

She was much delighted when taught a few jesting words expressing censure, as, "You are naughty, fie!" When the other children were busy, she sat in her rocking-chair in the

^{*} By *ð* I mean the *s* in *all*, by *þ* the *s* in *no*, by *ð* the *s* in *far*. The first-named *s* is in Norwegian often expressed by *as*, as in *Kaata*.

roomy entry; and, when the time seemed too long, she would open the door to the principal's room, and cry, "Hofgaard is naughty, fie!" and then run away, laughing. She knew that Mr. Hofgaard would run after her, and pull her by the hair. Or she would open the door to the kitchen, and call out to one of the servants with the same result.

In the course of six months Ragnhild had learned all the consonants and vowels, and without much difficulty could learn new words.

During the first months of instruction the teacher used letters cut in pasteboard. Later he wrote the words on pieces of pasteboard with a mixture of a sort of varnish and lampblack, finding that by writing in that way he could produce a large supply of words in raised letters of great durability with very little exertion. In order that Ragnhild herself should be able to write words and sentences, he constructed a sort of type-writer which would print raised letters. For this mechanism, he was awarded a premium by the Polytechnical Institution of Copenhagen. A new and improved model is now in progress. With this type-writer, the blind may write their own letters with ordinary types, not needing to use the Braille point alphabet. When not having the type-writer at hand, the blind will profit best by writing on the board used in America, a specimen of which was kindly sent to Mr. Hofgaard by Mrs. M. S. Lamson, of Boston, Mass.

Ragnhild's studies are now so far advanced that those around her find no difficulty in talking with her about the daily occurrences in the household. She speaks more distinctly than many deaf persons in full possession of their sight. She understands her teacher, her playmates, and many others, when touching their mouth and teeth with two fingers. Sometimes new words must be written in the palm of her hand, on her forehead or on her breast; and in this way, also, strangers make themselves understood by her. She is very talkative, and often will run to the principal, anticipating others, and relate to him news occurred. Speech is to her the most important means of conversation. When

her thoughts run ahead of her mastery of the language, she uses signs invented by herself. She never feels a word written without spelling it orally. When sitting alone in her rocking-chair, she talks audibly to herself, repeating words and sentences that have impressed her, or expressing her thoughts. The manual alphabet is unknown to her, and even writing in the palm of the hand she prefers to leave to others. Naturally, Ragnhild often receives visits from people wishing to see her; and sometimes she will ask, "Are the strangers visiting the deaf children?" "No." "Are they visiting me?" "Yes"; and then she laughs, and her face beams. In the beginning of 1890 she had the honor of a visit from the Crown Prince of Norway and Sweden. His Royal Highness was pleased to present her with a sum of money. She immediately said: "I will buy a cow. I will give father and mother a cow."

Some six months ago her father died. She still feels her bereavement, and sometimes will say to strangers: "Father is dead. He is in heaven with God. God is kind. Mother is grieved."

She visits her home every year, and her brothers and sisters converse easily with her.

Ragnhild is a very smart knitter and weaver. She knits fine coverlets; and she has two looms, one for ribbons and one for cloth. She seldom makes errors in her work; and, when detected in such, she feels much ashamed. Her temper is very cheerful and kind; and she loves fun, more so than at her arrival at the institution. But at intervals she is sad, and will shun company and sit alone by herself, rejecting every advance from others, her teacher alone excepted. But this frame of mind soon passes away, and she is again her old self.

LARS A. HAVSTAD.

Christiania, Norway.

THE BRITISH AND FOREIGN BLIND ASSOCIATION.

THIS Association was founded in 1868, for the purpose of promoting the best methods of educating and improving the condition of the blind. It owes its origin to the late T. R. Armitage, M.D., who throughout its existence has been the leading spirit in its councils, and whose recent death has cast a shadow of irreparable loss upon the Association. It was the opinion of the founders that, in all questions which relate to obtaining impressions by touch, the blind are the best judges; and the council is therefore composed of persons who are totally blind or whose sight is so defective as to necessitate dependence upon the finger, instead of the eye, in reading.

In entering upon their work, they soon perceived that the question of primary importance was to decide upon the best style of raised letters. Five distinct systems of embossed print were then in use, and the Bible was printed in each. The council patiently set to work, and were not long in reaching the conclusion that none of these systems was adapted to educational purposes, for which some method of *writing* in relief was as necessary as a means of reading. In 1834, Louis Braille, a professor in the Paris School for the Blind, had published his system of dotted characters. It was but little used, however, even in Paris, until twenty years later. In 1853 it was published in England in a work entitled "Tangible Typography," by E. C. Johnson; but even in 1868 it was but little known. About this time a modification of it had been made by Dr. Russ, of New York, and tested in the New York Institution. The council spent nearly two years in a detailed investigation and experiments with these systems, and finally decided that the Braille system was the best. Since that time they have used their utmost efforts to secure its universal adoption.

The Association then began printing and publishing books and music in the Braille system. For many years it has been supplying schools for the blind in Great Britain and the colonies (and some in Europe and America) with class books and the works of standard authors.

Sometimes, however, the number of copies of a book wanted is not sufficient to warrant printing. To meet this small demand, the Association has a force of some one hundred and sixty volunteer writers, who prepare the first Braille copies; and about sixty blind persons are regularly employed as copyists to transcribe from these the number required. About eight hundred works have thus been written out, some of which comprise many volumes. For blind children who are being educated in the board schools of London, the readers are written out in Braille, so that they may pursue their work with their sighted schoolmates. Many blind persons (especially in the United States), who are fitting for or pursuing a college or university course, require Greek, Latin, or mathematical class books, which the Association transcribes for them.

The catalogue of Braille music published is quite extensive; and special pieces are written out to order, for blind musicians. The Congress of Teachers of the Blind which met at Cologne in 1888 adopted the report of the sub-committee on musical notation; and the census of printing in France, England, Denmark, Germany, and Italy, agreed to accept these changes (which relate only to slight details) in their future musical publications.

It has been claimed that adults cannot learn Braille, and the home teaching societies were accustomed to circulate books in Moon's system only. It has been found, however, that Braille reading is quite practicable for persons well advanced in years, even if the fingers have become considerably hardened by manual occupations; and these societies have now added Braille books to their lending lists. In illustration of the ability of learning to read in advanced life, the last report of the Association mentions the following:—

“An old lady of seventy-six, who had lately become blind,

was recommended by Dr. Armitage to learn Moon's system, because it was the easiest. She characteristically replied, 'I do not want to learn the easiest, but the best,' and in three weeks, without any assistance, she had taught herself to read and write; and she continued to use the Braille system, greatly to her comfort, to the age of eighty-six."

The employment of the blind also receives much attention from the council of this Association which for several years has been vigorously urging upon the managers of institutions, as the first step of progress in this direction, a recognition of the fact that their duty and responsibility are not ended when pupils leave the institution; that every school should keep in close communication with its former pupils, and learn, by their successes and failures, what reforms are needed to bring more successful results.

At the Conference held at the Royal Normal College, July 22-25, 1890, a sub-committee, composed mainly of members of this Association, presented a report "on starting pupils in business after leaving institutions, and giving the assistance needed by them," which was adopted by the Conference, and contains facts worthy of attention.

In Great Britain the general method of helping the blind to self-support has been the establishment of workshops, in which stock is supplied and the work-people paid by the piece,—often, if needful, a charitable supplement being added to their wages. In England a few institutions have small workshops, but they are generally independent establishments. Some persons believe it to be impossible for the blind to work to advantage outside of shops; but this report quotes two instances in which blind men have become manufacturers of baskets on a large scale, employing workmen and accumulating property, and has knowledge of a fair number of other basket-makers who, working in their own homes, are fully self-supporting. The institutions of Scotland generally have shops in connection, which many of the pupils enter on leaving school; but these do not suffice for all, and the result is that the most capable are selected, and those with the least energy and skill are left

to struggle on alone, without the aid and encouragement which they require more than others. In Ireland there are no workshops connected with schools, but a few exist as independent establishments.

The Royal Commission made an effort, by special inquiry from individuals throughout the country, to ascertain to what extent blind persons could support themselves outside of workshops; and of those who had been in institutions the result was as follows:—

	<i>Males.</i>	<i>Females.</i>
Able to maintain themselves,	355	75
Unable to maintain themselves,	730	544
Did not answer the question,	56	19
Total,	1,141	638

Those who had not had the help of institution training were even worse off.

English institutions have, as a rule, considered their duty ended when the pupil leaves; but, if constant communication were maintained, the causes of failure might suggest necessary improvements in methods of education. If, then, workshops are to constitute the main feature of the plan for assisting old pupils, they should form a part of the institution, and the independent shops will then be available for the training and employment of those who have become blind in later life. The report adds:—

“There is, however, another plan of providing for old pupils, without the necessity of building enormous workshops. This plan is decentralizing in contradistinction to collecting great numbers together in workshops. It is a plan which has been adopted with great success in many parts of Germany; and a long experience has satisfied the German directors that the plan is perfectly workable, and under it almost all the male pupils become entirely self-supporting, and most of the female pupils can maintain themselves with a little aid from the institutions. This plan was first carried out at Dresden for the Saxon blind, where it has been in operation for about fifty years. It is equally successful in the province of Schleswig-Holstein and in

Mecklenburg, and has greatly improved the condition of the blind wherever it has been introduced. The most essential feature of the system is that the Fürsorge Society, connected with the institution, take care that the old pupils, as long as they behave themselves properly and work to the best of their ability, shall receive such moral and material support that they shall in no case be driven to apply for parish assistance; and, in fact, the receipt of such relief, or begging in any form, disqualifies them from participating in the fund. The essential part of this system is, not that the old pupils should work at home instead of in workshops (as workshops may be, and often are, indispensable in the case of those who have not the energy or other qualities which will enable them to succeed at home), but its essential features are *that the institution continues in close relation with its former pupils, and assists them to maintain themselves by every means in its power.* In practically working out this problem, it has been found that, where pupils have been properly trained, they can generally succeed in maintaining themselves at home without working in workshops. The director, however, has to be always ready to advise, and generally visits all the pupils from time to time."

In York, England, a fund for the aid of former pupils was established by the late Mrs. Markham; and the interest is applied to the assistance of pupils when leaving, and occasionally at other times. The Old Pupils' Guild of the Royal Normal College for the Blind seeks to find situations, and to give material aid, if necessary.

This report of the sub-committee closes with several recommendations, the foremost of which is,—

"That institutions shall not consider that their duties and responsibilities cease on the pupil leaving, but that they shall do their best to start them, and to keep touch with them, so that assistance may be offered them in after life when necessary."

The last report of the British and Foreign Blind Association, from which the preceding account of its character and work has been drawn, contains a list of the apparatus, books, and maps published by the Association.

“THE NEW GOSPEL.”

WHILE reading the article entitled “The New Gospel” in the January number of this magazine, I was impressed with the fact that the so-called “new gospel” of dependence by the blind upon the sighted is, in reality, a very old one, and that it is the gospel of *self-dependence* that is comparatively new.

No really intelligent blind person can underrate the value of sight, for he must have learned by many a bitter experience how essential it is in almost every branch of occupation. Indeed, it is this keen appreciation of his inferiority to the sighted that makes him sometimes shrink from attempting that which he is quite capable of performing. There may be a few to whom it would be well to preach the gospel of dependence upon others; but among the large majority, I think, that of self-dependence would be more beneficial. Occasions will frequently arise when the blind will require the aid of the seeing, and they should then gratefully accept such services. But, for my part, I have always found that, the more I am able to do for myself, the more willing people are to proffer their assistance.

In regard to the comparative degree of profit derived from listening to reading, or from reading for one's self, I must say that in my experience a subject requiring much thought is more easily grasped by the mind when presented by means of the sense of sight or touch, than by that of hearing. It is often absolutely necessary, when studying the works of such authors as Emerson, Browning, Carlyle, etc., to read a passage several times before comprehending its full meaning. And who among us would wish to impose upon our sighted friends the task of reading such a passage over and over, when it may be perfectly clear to them? In reading for ourselves, we also acquire a better knowledge of spelling,

punctuation, etc. This knowledge is regarded by all members of society as a mark of education.

Although it is very pleasant to listen to reading, it is extremely enjoyable to be *able* to read for one's self. A short time ago I was in a school where I had no access to embossed print; and, although my companions were extremely kind in reading to me, yet I felt the deprivation keenly, and can hardly describe the pleasure and gratification I experienced when once again privileged to enjoy the full range of an extensive library.

Never to do for a child what he can do for himself is one of the fundamental principles of education; and, if such a principle forms part of the basis of education among the sighted, how much more should it be employed in the training, not only of blind *children*, but of blind youth! They should be encouraged to do for themselves whatever lies within their power, and thus learn self-reliance, *self-respect*, and in great measure *self-dependence*.

L. B.

London, England.

WESTERN PENNSYLVANIA INSTITUTION FOR THE BLIND.

THE first move in the important matter of establishing an institution for the blind in Pittsburg was made by Miss Jane Holmes, and the first substantial aid for such purpose came from that generous and sympathetic woman. Miss Holmes was a wealthy lady of this city, who took a deep interest in all efforts to ameliorate the condition of the worthy dependent and deficient classes. She died a little more than two years ago; and among the numerous bequests, some of which were princely, to benevolent and charitable institutions mentioned in her will was one of \$40,000 for the purpose of founding a school for the blind. The conditions upon which the bequest was made were (1) that the school should be located in the city of Pittsburg, (2) that it should be in operation within a stated period of time, and (3) that other donations for the same purpose should be secured.

The attention of ladies engaged in charitable and benevolent work in this city was first called to the bequest, but it was soon found that none of the societies then organized was prepared to undertake the work that was deemed necessary to comply with the provisions of Miss Holmes's will. Finally, the Rev. J. T. McCrory, pastor of the Third United Presbyterian Church of Pittsburg, and Rev. E. R. Donehoo, pastor of the Eighth Presbyterian Church, also of Pittsburg, became deeply interested in the establishment of the school; and through their efforts the late William Thaw and the late Mrs. A. M. Marshall were induced to aid in the good work. In due time a number of prominent citizens were called together for consultation. After several conferences, they resolved to organize and form a body corporate under the name and title of *Managers of the Western Pennsylvania Institution for the Blind*. A charter was obtained, with Mr. A. M. Marshall, Colonel W. A. Herron, Mr. H. K. Porter, and sixteen other prominent and influential citizens of Pittsburg, mentioned as charter members of the organization.

In order to fully comply with the conditions of Miss Holmes's will, Mr. C. F. Dean, Mr. A. M. Marshall, and Colonel W. A. Herron were constituted a committee to solicit other donations to the Institution; and in a comparatively short time they had secured subscriptions to the endowment fund, from various persons, to the amount of about \$25,000. Of this sum, \$10,000 was contributed by Mrs. A. M. Marshall, as trustee of the estate of the late Mr. Thompson Bell, who at his death left that amount in trust in the hands of Mrs. Marshall, to be given, at her discretion, to any new benevolent or charitable enterprise that might be commenced in Pittsburg. That good woman was so fully in sympathy with the movement to establish an institution for the education of the blind here that she cheerfully gave the money to augment the endowment fund of this school. A legacy of \$5,000 was given by the late William Thaw, and donations of from fifteen to twenty thousand dollars were received from other sources. Recently the executors of

Miss Holmes's estate gave the managers the sum of \$5,000, as a proportional part of the residuary of said estate, making the total amount of the gift of that noble-hearted woman to this institution \$45,000.

But the most munificent donation to the Institution has come from Mrs. Schenley in the form of a positive promise of a grant of a piece of ground, containing about five acres, on which will be erected, in the near future, permanent buildings for the school.* This piece of ground is located in a desirable part of the city, and is estimated to be worth upward of *one hundred thousand dollars*. In many respects it is suited for the site of an institution of this kind. This generous contribution has been obtained chiefly through the efforts and influence of Colonel William A. Herron.

Although the establishing of the Institution had been under consideration by the corporators for some time, no special action had been taken to put it into actual operation and carry out the design of the donors until last spring, when, upon the advice of friends of the enterprise, the managers began to make preparations to organize the school and commence the work of instruction. Accordingly, a suitable building was procured for the temporary use of the school; and the writer, who had had charge of the Indiana Institution for the Education of the Blind, at Indianapolis, for more than seven years, was invited to accept the superintendency of the new Institution.

The school was formally opened, under favorable auspices, on the fifteenth day of last October. We feel encouraged at what we have been able to accomplish in the brief period of time that has elapsed since the organization. The work of instruction has progressed satisfactorily, and a gradual improvement has been apparent in every department. Thus far the expectations of the friends of the enterprise have been fully realized.

The new Institution is on a firm basis, and the prospects for a successful future are indeed bright. The generous

* Possibly before this article is put in type the managers will have received the deed for the piece of ground referred to.

attitude of the people has been attested by the prompt response to the request for the payment of the subscriptions to the endowment fund since the school has been in operation. Ground will be broken, no doubt, within a few months, and the erection of substantial and commodious buildings commenced. They will be modern in plan and architectural design, and completed in all their appointments in a manner suitable for institution purposes. The school will be supplied with the latest and best appliances for instructing the blind.

The purpose of the Institution is to afford the blind of Western Pennsylvania educational advantages. That there is a demand for a school of this kind in this part of the State is conceded by all who have given the matter careful investigation.

H. B. JACOBS, *Superintendent.*

Pittsburg, Pa.

THE BLIND IN CHINA.

THEIR number is legion. To our clinics in Canton every year many are brought who are hopelessly blind. The various forms of inflammatory troubles destroy the eyes of many children. Small-pox and measles are fruitful causes.

In Canton there is a Home for the Blind, which, I understand, has been in existence two hundred years. It is a native charity, supposed to have been established in a spirit of emulation, after seeing the benevolent work of Roman Catholic missionaries. The buildings have been recently rebuilt, and present a neat exterior. "There are rows of one-story rooms on the north and south sides of an avenue which leads up to a temple. There are about two hundred rooms, to each of which four inmates are assigned. Eighty-four cents are allowed each person per month." Many are anxious to secure any vacancy when it occurs. Blind *children* are an exception among the number. Perhaps only those are received who are children of the blind. An officer and constables under his charge reside there to maintain

order. The inmates are allowed to go out to beg, sing, play, or tell fortunes. I was told by one living there that the few blind girls who were there plied their vocation by night. The institution gives no instruction or help in any form of industry.

In Peking, Rev. William Murray, of the National Bible Society of Scotland, has opened an institution for the blind. A society — Mission to the Chinese Blind — was formed in Scotland. Miss Gordon-Cumming has been unwearied in her exertions in behalf of the Mission. Mr. Murray makes use of numerals to represent the four hundred and eight distinct syllables which form the syllabary of the Pekinese. "To represent these numerals, he substitutes mnemonic letters; *e.g.*, *t* or *d* for 1, *n* to represent 2, etc." Every Chinese word is represented by three symbols. For these he has arranged embossed dots grouped on Braille's system. He has placed under instruction a number of young men or lads. Four girls are also learning the system. The pupils are taught to play on the organ, to write and read music, to tune instruments, to make stereotype plates, and, I believe, other useful arts.

The Berlin Foundling House, in Hong Kong, received a number of years ago four little blind waifs. They were taught to read the raised German text. Pastor Hartmann said, "It was intended for some years to adopt the Braille system of teaching the blind to read and write with embossed dots, and to apply this system to the Chinese *Punti* (Cantonese) dialect." One of the girls is able to read and write her native language according to the newly adopted system. Seven hundred and thirty-one different syllables represent all the common sounds of the Cantonese dialect. Hence Mr. Murray's system for the four hundred and eight syllables of the Pekinese is not sufficient for the Cantonese. Mr. Hartmann by spelling the Cantonese phonetically, according to the Braille system of dots, is preparing or has prepared the Gospel of Saint Luke.

The British and Foreign Bible Society have offered to publish for us the Bible or any portion of it which shall be

prepared on a plan and in a manner satisfactory to the society.

The general Missionary Conference of China, held for the first time in thirteen years, last May, at Shanghai, appointed a permanent committee in the interest of the blind in China. A sub-committee, with powers to meet and initiate action, has the following members: Rev. D. Edkins, J. Fryer, Esq., Rev. H. C. Hodges, W. J. Lewis, Esq., Rev. Y. K. Yen. The Conference recommended that, wherever the teaching of the blind is undertaken, some industrial training should be added, so far as practicable. All missionaries were invited to give what assistance they could in such work.

My hospital practice has called my attention especially to the sad lot of blind girls in Canton. Many of them are sold for a small price, when quite young, to a mistress of blind girls, who teaches them to sing and play. When about fourteen years of age, and thereafter, they are gayly attired, and sent upon the streets at nightfall. They play in opium and gambling dens or low places of amusements. They may be met upon the streets at all hours of the night, and doubly deplorable is their lot. Five little blind girls have fallen to my charge, that they might be rescued from such a life. On my return to China, I hope to have one of the girls whom Mr. Hartmann has instructed, to teach them his system. I long for an institute fully equipped to teach industrial arts as well as books, both to them and to a multitude in a like sad condition.

MARY W. NILES, M.D.

Canton, China.

BOOK-MAKING : MISSOURI SCHOOL FOR THE BLIND.

A LEARNED educator once said that the character of a school can usually be determined by the size of its library. While this is not strictly true, for the character of the library may be such that its usefulness may be very limited, yet there is much force in the remark. Without a good library a school of any kind is seriously handicapped, and the assertion has special force when applied to schools for the blind. As far as the benefits to be derived from a library in ink-print are concerned, this school enjoys unusual advantages. Four life memberships in the Mercantile and Polytechnic Libraries of this city give us access at any time to these old-established, well-equipped concerns.

Since the American Printing House for the Blind at Louisville has been aided substantially by the general government, the libraries of the schools for the blind in this country have been materially benefited; and it is to be hoped that within another decade the number of books will be more than doubled. Many years ago the management of this school realized the importance of a library in embossed matter, and began printing books; and, until the benefits of the good work done at Louisville were received, the bulk of our library was the result of our own work. We have never employed a printer outside of the boys and girls of the school. The few additions we make to our library each year from our own press-room, make a very creditable showing in the course of a few years. The two boys who have done the work for several years keep up their work in the several departments. They employ their spare time and holidays in the press-room.

Formerly the greatest difficulty in the way was to keep them supplied with copy, which of course had to be in em-

bossed characters. A blind teacher usually furnished this, having printed it from dictation. The process was necessarily slow, but well paid us for the trouble. Since the introduction of the phonograph, the difficulty alluded to has been overcome, as a sighted person reads to the phonograph, one always being in the press-room, and the boys set the type directly from it. We have never printed anything for sale, all the work going to the library. We usually print fifty copies. The process is very simple. The paper is soaked a certain length of time to render it soft. The length of time necessary to put the paper in proper condition varies with its character; and two specimens of paper seemingly of the same character require different degrees of soaking. We use a wooden box or tank, about three feet long, two feet wide, and one foot high. This is partially filled with water, the paper thoroughly wet, a few sheets at a time, then the whole wrapped in a cloth and submerged for about twelve hours. When the paper is in proper condition to use, it is laid on a small table by the side of the press. A single sheet is placed on the type, passed under the roller, taken up by a second person, and laid carefully on a large table, the sheets being placed side by side. Our drying table is about twenty feet square. It is very necessary that the sheets be not laid one upon another, as there is something of a glutinous character in the finish of the paper that makes them stick together when wet. In a few hours the paper is dry enough to gather up. It is tied in bundles and laid aside. When the volume is complete, the leaves are assorted, tied together in bundles again, and sent to the binder. I know this process seems slow and primitive to those who have witnessed the expeditious and scientific manner in which such things are done at Louisville; but we have the privilege of printing whatever our fancy dictates, in the style of type we prefer.

For an edition of fifty copies, estimating the cost of the paper at fifteen cents a pound, a book of seventy or eighty pages, leaves 7 x 13, costs us about fifty cents. A complete outfit can be had for about \$150. The press best adapted to

the purpose is what is known as the "Army." The size we use is 14 x 20, or what is usually known as six column folio. Price \$60. The type costs 60 cents a pound, or \$60 for a hundred pounds. This amount is sufficient for the work we do. Six chases with brass bottoms cost \$18, and the smaller necessary articles will make the aggregate about \$150. We do not use "sticks," but find it better to set the type directly in the chase. Where expert printers are employed, and it is necessary to do the work rapidly, of course the use of "sticks" is preferred. I will state that the style of type we use is standard, twenty-four carat Braille.

We have about forty characters in all, with which we print either literature or music. Many of the musical characters are made by inverting the literary type. The matrices from which the type is made are the property of this school, and are at the service of any one desiring an outfit.

JNO. T. SIBLEY.

SIGHT AND SIGHTLESS DRAUGHTS-PLAYING.

III.

THE MOVE AND ITS CHANGES.

"WHAT is my latitude and longitude?" This is the daily inquiry of the trusty navigator when at sea, whether he be the commercial skipper on his single ship or the squadron commander with his score or more of canvas-winged consorts.

There are systems of laws and practices by means of which he may determine his geographic position, be it on the beaten paths of our ocean greyhounds or in the less frequented waters of other zones. The process is technically termed "taking an observation," the accuracy of which is almost entirely dependent upon a thorough understanding of the theory, supplemented with patient practice.

The *modus operandi* of the expert draughts-player is not unlike the above; and we would be derelict in duty, should we point the prow of *The Mentor* seaward, or even as much as order the loosing of a gasket, before acquainting ourselves

with this necessary branch in our curriculum,—to wit, “the theory of the move and its changes.” Regarding its importance, we take pleasure in citing the language found in F. Dunne’s recent admirable work, entitled “The Draughts-player’s Guide and Companion”: “The opposition, or ‘move,’ as a factor in winning games, it is almost impossible for us to overestimate: it is, indeed, the *great secret* of successful play. Many persons have the idea, and we have often heard it expressed, that the figures employed in recording the moves form a secret ‘key,’ by means of which ‘book’ players can always tell what is the correct reply to each and every possible move that can be made upon the draughts-board. This is a delusion, however. If there be any secret in the game, it is in fully understanding the influence of the ‘move,’ and the rules by which that knowledge may be made practically available, especially in the end-games.”

As far back as the days of the Pharaohs — 2000 B.C.— up to nearly the middle of the present century, draught explorers had been meandering hither and thither, with nothing better than a *dead reckoning* by which to conduct them in their investigations.

That they were conscious of the existence of a controllable relationship between the pieces upon the board is apparent; that they were able to trace this relationship so far as to discover that it was possible not only to avoid defeat, but even to score victories against superior numbers, is evidenced by the productions of Payne and Sturges (1756–1800); but to believe that they appreciated its magnitude, or entertained anything like an accurate conception of the part it was destined to play in the arena of their favorite amusement, would be quite out of harmony with any testimony in our possession.

In 1840 Mr. John Paterson, of Glasgow, Scotland, succeeded in perfecting a satisfactory solution to a hitherto bewildering problem; namely, some comprehensible method of ascertaining which side has the “move,” regardless of the number of the pieces, or places they may occupy upon the draught-board. A year later he communicated it to Messrs.

Anderson, Wyllie, and M'Kerrow, the three best players then living.

In 1852 it was published by Andrew Anderson in his celebrated second edition, a work that has made the names of both author and discoverer household words with all votaries of the science.

Mr. Paterson's definition of the "move" is as follows: "To have the 'move' signifies the occupying of that position on the board which, in playing piece against piece, backward or forward, without regard to the others, till only one square—space—intervenes between the pieces in each pair, will eventually cause the player who occupies that position to have the last play."

H. S. ROGERS.

A NIECE of Count Leo Tolstoï has prepared his great novel, "Peace and War," for use by the blind. The work was completed after two years' labor, and contains several thousand pages.—*The Christian Union*.

A COMMON INTERPRETATION.—Our principal wound up a few remarks to the girls by impressively repeating, "Not to be ministered unto, but to minister." A few days after, our youngest was making herself disagreeable to her older sister, who lost all patience, and exclaimed, "O May, don't preach!" Quick as thought came May's reply: "Remember, Helen, our text is, '*Not to be preached unto, but to preach*'!"

A TRUE STORY.—The day before Christmas the wife of a professor in a certain college in the suburbs of Boston, going about that city in the worst of bad walking, saw directly before her, as she was crossing the street, a blind man near the track of the electric cars, feeling his way carefully along, by means of his stick. A car under full headway was rapidly approaching. Anxiously watching him, she perceived that the blind man was not conscious of his danger; and just at the last moment, making up her mind to a supreme effort, she dropped all her packages into the snow and slush, and, seizing him by the collar, pulled him back, just in time to see—the car, loaded with passengers, run off on the wrong switch, and to be confronted by an enraged switchman who had only been trying to move the switch so as to send the car to Cambridge instead of to some hundred other towns.—*Evening Post*.

AT HOME AND ABROAD.

ENGLAND.

MAY I through your columns make a suggestion that I hope will lead to cheap printing for the blind in the Braille type?

I propose that each group of dots that forms the Braille letter be cast from one piece of metal. On the top of the type thus formed, place the Roman letter. Thus the workman (having sight) sees the letter that he needs, takes it, and makes with it the Braille letter by means of the spikes placed under the Roman letter. Duplicates of the letters must be made in order to supply a sheet, so that the workman need not be troubled by taking out the types until the page is completed. I do not think Braille printing will be cheap until some plan is made for quickening the speed of its production.

I am trying to form an association for employing the blind to write Braille books. I then propose giving the books to a library for the blind. I should choose the books chiefly from reviews and magazines. I think there are often, in this branch of literature, short, bright papers that give great pleasure.

F. NEVILL.

FRANCE.

THE EMPLOYMENT OF BLIND WOMEN is occupying much attention in this country. A few months ago Madame Verd, a teacher in the Institution Nationale des Jeunes Aveugles, made a report to the executive council of the Valentin Haüy Association, upon the "Need of a Workshop and Boarding-house for Blind Women," substantially as follows: Much has already been done in this direction for blind men, but for women, whose need of aid and protection is far greater, almost nothing. There are two classes of the blind for whom hitherto nothing has been done: *first*, women who have become blind when beyond the age of admission into schools; and, *second*, those who, after admission to some institution, have been discharged either for incapacity or insubordination. For both classes she recommends the establishment of work-

shops. Opinions are divided as to the character of these shops, some thinking it sufficient to have a place where trades are taught and work furnished to the apprentices after they leave: others, knowing that the difficulties with which women have to contend are even greater than those of men, believe that a boarding-house, in connection with the workshop, is a necessity. The use of the boarding-house should certainly be optional, those who prefer living at home being at liberty to do so. It is desirable that such an establishment should be located in the country, but near a business centre. The manufacture of brushes, bead wreaths, and nets, is suggested as the most lucrative.

Such is a brief outline of Madame Verd's report, which has awakened much interest and inquiry, and elicited an article upon the same subject in the February number of the *Valentin Haüy*, in which the writer suggests a step in the right direction. Granting the need of such places of employment, the question arises, How shall they be established? Recent investigations in schools for the blind in France show that there are now 85 vacant places for blind females and 125 for males. It is not, then, *places* that are lacking; but the need is *gratuitous admission for women and opportunities for them to become self-sustaining*. Instead of attempting to raise the large sum requisite to build and organize an industrial establishment, it is proposed to form a committee to obtain donations and subscriptions, and, when a considerable sum has been raised, to confer with establishments which already offer an asylum to women, and seek to effect an arrangement by which the character of these establishments may be so changed as to make them veritable workshops instead of *asylums*. When this transformation shall have been accomplished, it will be easier to raise the amounts necessary to carry on such institutions than it is to-day, and we shall no longer hear from so many blind women the heart-rending words, "Notre vie est un long dégoût, rien ne nous y attache, nous souhaitons la mort."

GERMANY.

"*DER BLINDENFREUND*" of February 25, contains an account, by Director Krause, of the Institution for the Blind at Leipzig, which has recently celebrated its twenty-fifth anniversary. It was opened with one pupil in October, 1865, and has received in all fifty-nine pupils (thirty-eight boys and twenty-one girls), of whom fourteen (nine boys and five girls) are now under instruction. The school

course, in which kindergarten training has a place, includes most of the branches taught in the public schools. Religious instruction is also given, and some trades are taught.

Of the forty-five pupils who have left, twelve have entered other German institutions,—some for further education in school, others to learn some handicraft. A few have sought higher institutions of learning, and some are studying literature, music, or foreign languages in private. The remainder are, for the most part, at home. Seventeen former pupils are living in Leipzig or its immediate vicinity, where they follow their respective trades of cane-seating, brush-making, basket-making, or pianoforte tuning.

INDIANA.

THE INDIANA INSTITUTE FOR THE EDUCATION OF THE BLIND, Indianapolis, has recently published its forty-fourth annual report for the year ending Oct. 31, 1890. Early in October Professor H. B. Jacobs, who had been for more than seven years superintendent of this school, was called to take charge of a new institution for the blind then being organized in Western Pennsylvania. He was succeeded by Professor Elmer E. Griffith, who entered upon his duties October 10.

The school numbers one hundred and twenty-four pupils,—sixty-one boys and sixty-three girls. Societies for debate, essays, and declamations, conducted by the pupils, are among the noteworthy features of the literary department; and the music school has a brass band and orchestra. In the industrial department, the introduction of new occupations—some phases of carpentry, as well as type-writing and telegraphy—is recommended by the superintendent.

In ordinary circumstances, pupils are admitted between nine and twenty-one years of age; but the trustees sometimes make exceptions to this rule. To pupils belonging to the State of Indiana, board and instruction are free during the school term of forty weeks: those from outside the State are charged at the rate of two hundred dollars per school year.

The trustees recommend a change in the law requiring all pupils to be sent away during the summer vacation, and lament the evil influences to which the homeless who are sent to the county almshouses, are exposed. They believe that those who have no homes, and who are unable to earn their living, should be kept at the institute in vacation, at the expense of the State.

IOWA.

THE SCHOOL AT VINTON is being prospered in a marked degree. All are hard at work, and preparations for the contest, concert, and other closing exercises, are in progress; while the first breath of spring brings to the graduates the thought that Commencement Day is fast approaching. The college building is soon to be lighted according to the latest approved manner,—that is, with electric light.

In February Miss Anna Darnell, a teacher in the Illinois Institution, spent a week at our school, learning netting and hammock-making. Would it not be a good plan for our teachers to visit other institutions occasionally? They could then compare methods, and make the wisdom of each the profit of all. Our public school teachers have long recognized the good to be derived from visiting other schools. Why would not the same prove true among our instructors? Distance may be an impediment; but the custom might at least be practised by those in adjoining States.

Mr. Parker, an alumnus of the Perkins Institution, who now has charge of the tuning department here, has recently been appointed organist in the Presbyterian church of Vinton. The organ is a fine one, and to be its master might well delight the heart of any musician.

According to the statistics given in the March number, we represent no small class of American citizens, and as such we certainly think we should have some part, if possible, in the Columbian Exposition.

We are glad to see inquiries pushed concerning a machine that shall write raised characters. The amount of physical and nervous force expended in writing by hand is very great, especially as the paper used is necessarily heavy; while the almost invariable habit of stooping the shoulders, in order to throw into the arm and hand the force required, is highly detrimental. We hope that some easier and equally good method may soon be found.

Words of commendation for *The Mentor* come to us from all directions, and we gladly unite our voices in the chorus of praise. The magazine is a welcome guest at the institution. Professor McCune reads it to the students, and many are interested. May it prove a wise counsellor, faithful friend, and source of inspiration wherever it goes!

A. M. H.

MICHIGAN.

IN pursuing the record of the MICHIGAN SCHOOL, permit me now to notice the different branches of study. The kindergarten under Miss Shattuck, who succeeded Miss Larwill at the beginning of the year, is one of the most important departments, and is meeting with satisfactory results. Miss Shattuck also conducts some of the primary classes; and Miss Cross teaches geography, arithmetic, spelling, reading (both in "line" and New York point), language, grammar, and United States history. Miss Latson and Mr. Davis teach the higher branches,—rhetoric, moral philosophy, chemistry, natural philosophy, algebra, geometry, civil government, and English literature. The use of the caligraph is an important study among our pupils, the greater number of whom have a half-hour, daily, for practice. Our present caligraphs are of the most approved style, having capital letters. Our school has never been furnished with tablets for mathematical work. Point writing, as an auxiliary in class work, was not introduced until the latter part of last session, though the reading of New York point has been practised for the last five years. It has been ascertained that pupils make greater speed in point reading than in the "line" method, yet the older pupils are loath to give up the "line" system for the point. One thing is noticeable. After one has read the point, it seems, to unfit him for reading the "line." This has been my own experience. I am no longer able to read the "line" because of the hardening of my fingers. Prior to my coming to Michigan, in 1885, the Braille was used by many of our pupils for letter-writing and by a few in writing music; but the system of notation taught by my predecessor was not the standard method, but one constructed after her own plan. I found, scattered about the building, several copies of the New York point notation, which I have used until it has become a power in the advancement of our musical study. Most of our pupils have taken kindly to reading their own music, and some have become quite expert; but a few have shown a disposition to remain on the dependent seat, and memorize music which is read to them. Thanks to the projectors of the point musical notations, which have lifted us out of the ditch of dependence and placed us on a higher level! One thing, however, is a drawback: that is the presence of two contending forces,—Wait's notation and the Braille,—both of which are good and have become fair representatives of music by the great masters. It

were far better if there were but one universal system, as only one is used by the seeing, save the "tonic sol fa" system, which is steadily on the increase in this country and in Europe. Since the latter system is, as I am told, largely expressed by the punctuation used in common literature, and as such punctuation is tangible, why may not all music by said system be expressed in the same manner? Is it not possible to make good use of it, and so override all questions that now so relentlessly stand in the way?

A. C. BLAKESLEE.

NEW YORK.

NEW YORK STATE INSTITUTION ITEMS.—A convention of school superintendents and principals of Normal Schools of the State was recently held in this town, and about one hundred of them visited this institution. Superintendent A. G. Clement had so arranged the classes that the visitors were enabled to inspect the work in each and every department. All expressed themselves as highly gratified. Those who had never visited an institution of this kind before were, of course, amazed at the rapidity and skill with which our pupils worked, several remarking that the girls and boys in their districts could not do better.

As "winter still lingers in the lap of spring," our pupils are enabled to enjoy good skating, of which they are particularly fond.

A company of our girls recently gave a very enjoyable entertainment for the benefit of the Y. M. C. A. here.

NOVA SCOTIA.

ABOUT six months since, I was in Windsor, N.S., when, seated in the reception-room of the hotel, I heard a carriage stop at the door, and presently a man entered the room and inquired if Mr. Fraser was about. I then recognized the man as an old pupil named William Porter, who had graduated from the Halifax School for the Blind as a basket-maker many years before. On inquiry, I found that this man had driven from his home, a distance of four miles; and, on expressing surprise as to his being able to stop directly in front of the hotel door, he reminded me that he could count the stone crossings over which he drove, and that he merely had to judge the distance between the last stone crossing and the door of the hotel. Mr. Porter frequently drives in and out of Windsor, doing the shopping for the family. He is entirely without sight, and depends upon his hearing in guiding his horse.

I have narrated the above fact, in order to show what a man can do who has pluck and intelligence. I do not mean to advocate driving as a pastime for those among the blind who have the means to keep or hire horses, nor would I care to occupy a seat in a wagon driven by a person deprived of sight, but I, nevertheless, admire coolness and nerve, and I think Mr. Porter must possess these qualities in no small degree; for not only does he drive about the country alone, but he has now started a shingle and lath factory, and is managing the same with marked success.

PENNSYLVANIA.

PHILADELPHIA ITEMS.—While the routine of class work goes on day by day, the pupils are by no means uninterested or uninformed in regard to what is happening in the world without. On every day of the week, Sunday excepted, the newspaper is read in the dining-rooms at breakfast and supper, the reader selecting according to the nature of the news and the time at his disposal, which is usually from ten to fifteen minutes. In addition to this, each teacher, on every Monday morning, devotes the whole of the first recitation hour to a "talk" on one or more subjects of general importance,—the Silver Question, the Copyright Bill, the Behring Sea problem, the trouble between France and Germany, or the like,—suiting the subject to the age and advancement of the pupils. The teachers, in preparation, confine themselves to no single source of information. *Public Opinion*, the *New York Weekly Tribune*, the *English Review of Reviews*, and many others, contribute to the material for the "talk."

The pupils take part in the discussion, which often becomes lively in the extreme; and not a few carry on the debate among themselves "out of school." The questions of the preceding "talks" are often reviewed, and the acquired facts are kept in place till they take root and often blossom out into very vigorous opinions.

The result is that there has been, on the part of most of the pupils, a very fair comprehension of the main points of the chief questions now before us and our transatlantic neighbors,—a comprehension better, perhaps, than is obtained by many "seeing" boys, to whom that part of the newspaper most worth reading is unknown. If, as some argue, there is in the newspaper much unfitted for youthful ears, it is easy enough to omit that; while, surely, its existence is no just reason that they should be denied this as yet uncandied syrup of history. No boy is far on the way to knowledge till he begins to be interested in some feature of a

question quite beyond him. Let any one that doubts try, and he will find that sight is not necessary to an intelligent interest in politics and the wider life of the world.

TEXAS.

TEXAS INSTITUTION FOR THE BLIND.—The report of this school for the year ending Aug. 31, 1890, shows an enrolment of 144 blind persons. Six pupils had graduated, of whom four young ladies had finished a course in music and were educated to teach seeing persons, and they had also learned to make their own clothing. Of the two young men, one had been fitted for pianoforte tuning, and has already started in business: the other has learned broom and mattress-making and cane-seating. A few others had finished the prescribed course in the trades department, but were not students in the school-rooms. Much space is devoted to embossed print and the methods of reading it. The "line" type seems to be preferred in this school, especially for the young, mainly on the ground that long study of point print becomes very fatiguing to the fingers. The report states that an appropriation of \$15,000 is needed for repairing, altering, and enlarging the buildings, which are now overcrowded.

WISCONSIN.

THE WISCONSIN SCHOOL FOR THE BLIND, at Janesville, published its last biennial report Oct. 1, 1890, at which time there were 90 pupils enrolled. Here, as in many other schools in the United States, the blind child begins with kindergarten occupations: his little hands acquire skill in the use of needle, scissors, and knife, and the stiff and awkward fingers become agile. The examination of objects and models is continued throughout the entire course of instruction. The aim is to give the pupils a good English education, and to the common school branches most of the studies included in high school courses are added. Instruction is given in vocal music and harmony; also, upon the piano, cabinet organ, violin, and other instruments. A brass band of nine pieces has been organized, and is conducted by one of the students.

Every pupil above the kindergarten spends at least one hour per day in some industrial pursuit, and some are thus occupied from two to four hours. The girls take care of their rooms, learn hand and machine sewing, knitting, crocheting, and some fancy work. The boys weave rag carpets, make hammocks, fly-nets, and corn brooms, besides cane-seating.

Candidates for admission must be the children of parents who are citizens of Wisconsin, and their sight must be so imperfect that they cannot study in the common schools. Such applicants (if of fair physical, mental, and moral ability) are received between the ages of eight and twenty years, and the State furnishes board and tuition free during the annual school session of forty weeks.

EDITORIAL NOTES.

MR. LARS A. HAVSTAD, the writer of the article upon the deaf and blind Norwegian girl, Ragnhild Kaata, is himself totally deaf. He was educated at a school for the deaf in Norway, and taught entirely by articulation. From this school he entered a university, placing himself on an equality with the other young men, and graduated with high honors. He *speaks* Norwegian only, but writes English and French, using both languages with remarkable correctness.

* * *

DIX ANS D'ETUDES ET DE PROPAGANDE EN FAVEUR DES AVEUGLES, by Maurice de la Sizeranne, is the latest publication of that well-known author. It is a collection of papers, some of which are addressed to teachers and friends, others to the general reader, and all permeated with the thought that a large measure of active usefulness is possible to the blind, and that we should help them to achieve it.—Price, 3 fr. 50. For sale by Paul Delarue, 9 Rue de l'Eperon, Paris.

* * *

ONE of the new point writers mentioned in our February number has been received from the manufacturers, Messrs. Cockburn, Phillips & Montgomery, London, England. It is too early to give an opinion as to its merits. Its size is 14½ inches by 17 inches; and, with the exception of the ratchet, the printing levers, and the springs which move the carriage, it is made of wood. It has three keys and a spacer, prints downward, and is arranged for interlining. It has been patented in England, and the right for a patent in this country has been secured. If ordered in large numbers, they can be furnished for \$15 each.

We await with much interest the arrival of a specimen of the punctograph which is being brought out by Miss Sthreshly, of Austin, Tex.

We have just received from William Smith, of St. John, N.B., an improved pocket tablet, a description of which will be given in our next.

* * *

MR. W. G. MUCKENFUSS, JR., having taken a special course of study in literature, seeks a position as teacher either of literature or music. Address, 124 Wentworth Street, Charleston, S.C.

THE MENTOR

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MAY, 1891.

No. 5

TOUCH-TRAINING WITH SEEING CHILDREN.

A LADY visiting a city training school of seeing pupils noticed some unusual things. The little folk in the lowest room had a box of Prang's models on their desks. "Shut your eyes," said the teacher, "and take out a sphere." Instantly forty pairs of bright eyes went together almost with a snap. Such a squinting of lids, such a scowling of foreheads, to screw the lids tightly as they went into voluntary darkness! A signal, and every little hand felt for the box, some pouncing down beside it, others aiming inches away from it, only a few hitting it squarely in the middle. At succeeding signals, the cover was lifted, placed upon the desk, the tray followed, and at last fumbling fingers brought forth the sphere. Forty pairs of winkers winked, and a few peeped, as two wooden balls rolled away from clumsy fingers that lost the rest of the lesson. "Show me the shape of the sphere by drawing it in the air," directed the teacher; and thirty-eight attempted circles floated invisibly overhead. "Now, take something from your box, longer than it is wide, that we have not talked about." How they enjoyed the hunt, and how they worked to find its shape by touch only! A shower of hands, and the description began, till the *square prism* was pretty accurately described,—not so well as blind children would do it, certainly, but very creditable for untrained seeing ones.

The visitor passed to a higher room, and found a language lesson in progress. "I want you to see this picture that Ned and his dogs made," said the teacher, as she took up a little story. "How will you do it?" "By shutting our eyes," gayly answered the children; and, suiting the action to the word, away they went to Fancy Land, bringing back all the rosy hues with them, as each had a different grouping of the three important actors, and told it with a naturalness born out of a vivid picturing. In still higher rooms were indications of this same feature of teaching without sight,—on one blackboard a diagram of Washington's first campaign, on another an outline map of North America drawn in one minute, and both with closed eyes.

Wondering what it all meant, the visitor passed to the highest room, where a class of thirteen young ladies were in training for teachers. The principal was in a recitation-talk on the senses. Was it imagination that her voice grew a little tenderer as she came to the touch-sense, and talked of the capability of the blind in this direction? Alluding to the theory that sight was but an evolution of touch, and resulted ages on ages ago from the hyper-sensitiveness of certain parts of bodies being constantly presented to contact till at last objects could be perceived at a short distance at these points, gradually increasing in nearness till our present range of vision is the result, some of the class wondered why an infinitude of centuries would not develop sight in the finger-tips of the blind. Distributing a box of geological specimens, she requested the class to pass to the blackboard and reproduce their shape, learned by touch only, and to conclude by writing a descriptive sentence beneath in the same way. Most amusing results, a good deal of rueful smiling and healthy humility, followed, as mutual revelations showed the weakness of other faculties from an inherited over-dependence upon sight.

An anxious inquiry as to what all this meant in an

after-school talk with the principal brought out her reasons. "I was for one year," she said, "one of the teachers in an institution for the blind; and I suppose you have seen many things in the building this morning that resulted from that valuable experience, for I have tried to have the teachers see things as I did. After I had returned to the teaching of sighted children, I began to realize the advantage to the concentration to have the distractions of the school-room shut out. They listen so much better. If devotion in prayer is so much helped by shutting away the world from sight, why not help mental faculties by shutting in the subject with closed eyes? If I wished to get a mental picture from words, or know a shape accurately, or make a fine distinction in quality, I should involuntarily shut from sight my surroundings. Why not teach children to do the same? What is psychology, if not this introspective study of ourselves resulting in name and classification for the benefit of others? It seems to me the exceedingly nice point as to whether the loss to brain development of the blind from the absence of sight does in any way limit their fulness of brain capability must be settled by a scientific investigation of the effect of sight-results upon our own development.

"Tactual perception is so very important to our smallest children, and they are just the age when they gain the largest amount of their information in this way, that I have been anxious to have it brought into practice every day in our primary rooms. I do not believe it is a mere happen-so that children's hands are so constantly in motion while eye and ear are as yet more or less unresponsive. I want them to get all their direct knowledge with these pleading hands before sight completely absorbs the touch-element. Again, I encourage this voluntary blindness to get the deftness of touch that comes in no other way. We educate our children as if they were always to have every sense perfect, and I have tried to provide for other possibilities.

An all-round education of the child means this to me. Besides these considerations, I want all our children to have a comradeship of interest with the blind by working in their ways enough to understand their difficulties and glory in their triumphs. I do not want them to step out into life with a demonstrative, pitiful sympathy for them that is half an insult to them, but to recognize them as co-workers nobly accomplishing a world-work in their own way. I haven't any sympathy with the stupid thoughtlessness of the usual treatment of the blind. Why, I saw one slip upon the street yesterday, and I longed to rush up to him and ask him his opinion of free coinage or the tariff bill, just to show him that I didn't belong to the crowd of pitying bystanders, but recognized him as every inch a man with a valuable opinion that I wanted. But, there! you didn't ask me for all this. I beg your pardon, but it is rather dangerous to start me talking of them. Whatever you have seen of this feature of the work this morning, just consider it as the afterglow of my year of association with them."

The visitor went thoughtfully away.

EVA D. KELLOGG.

St. Paul, Minn.

THE BLIND IN BRAZIL.

IN the *Valentin Haüy*, a few months ago, was published an interesting article under the above title, written by Mariano-Francisco de Silva, a blind teacher in the institution at Rio. From the account there given we learn that, as early as 1835, the legislative assembly passed a law for the appointment of teachers for the deaf-mutes and the blind in the capital and in the chief cities of the empire. Political troubles prevented any further action for many years.

In 1850 a young Brazilian, José Alvares de Azevedo, having completed his studies at the Institution Nationale

des Jeunes Aveugles in Paris, returned to his native land, inspired with the idea of founding a like school in Brazil. His enthusiasm was contagious. The emperor caught it, the ministry soon felt its influence, and, through the exertions of a number of prominent persons, a bill was obtained from Parliament for the establishment in the capital of Brazil of a school for the instruction of the blind. The emperor's decree of Sept. 12, 1856, announced its foundation, its opening to take place on the 17th of September following. But the zealous promotor of this beneficent work was not permitted to see its accomplishment. José Alvares de Azevedo died on the 17th of March, exactly six months previous to the opening of the school.

The rules of the institution at first limited the number of free pupils to ten; but in 1873 a law was passed by Parliament, by the terms of which the number of free pupils was limited only by the accommodations. In 1872 was laid the foundation of a building sufficiently large, when completed, to receive six hundred pupils,—four hundred boys and two hundred girls. The annual receipts of five lotteries were appropriated to this institution, this sum, with the accumulating interest and various donations which would be given, to constitute a fund for the maintenance of the establishment.

The accommodations thus provided for six hundred pupils are far from meeting the needs of the country. Recent statistics state the number of blind children, between the ages of six and fourteen years, in the Empire of Brazil to be about 12,000. Accordingly, six other schools for the blind are to be established in the chief towns of the provinces of Pará, Pernambuco, Bahia, Minas-Geraes, Sao Paulo, and Rio Grande do Sul. In connection with each of these schools a workshop will be provided to give employment to those who cannot earn a livelihood by music or the liberal professions. The institution at Rio will then become a training school to furnish teachers for the provincial establishments.

The pupils of this institution are supported and educated at the expense of the government. The first teachers were seeing persons, and their appointments were for life. In 1886 three vacancies occurred, and these places were filled by former pupils of the school who had been assistants. The religious teaching is given by an ecclesiastic, and in three other branches—namely, natural sciences, playing of wind instruments, and the needlework for girls—the training is given by teachers who have sight; but in all other departments of the school—in the elementary classes in Portuguese, arithmetic, algebra, geometry, geography, history, French, the piano, harmony, piano-tuning, printing, and book-binding,—the instruction is given by blind teachers.

Among the successful graduates of this school are cited two wealthy farmers; one man who has earned a competency by raising stock; another, a poet, novelist, and musician, who is organist in the richest church in Rio; a fifth who is a teacher of the French language; and a sixth who, as a piano-tuner, music-teacher, and conductor of an orchestra, has reared a family in comfortable circumstances, and will probably become rich. Among the girls who have graduated are mentioned one who became a distinguished pianist, another who was a charming vocalist, and a third, a talented and very beautiful lady, who married well and became an accomplished housekeeper, directing the affairs of her household with remarkable skill.

M. W. S.

THE FRIEDLANDER UNION.

THE Friedlander Union of Philadelphia was instituted in 1871 and incorporated in 1884, because the blind, by reason of their blindness, are excluded from all other beneficial societies. Its name, it may be said in passing, was adopted in memory of one of the founders and benefactors of the Pennsylvania Institution for the Blind. The Union has now an active membership of about sixty, not including a number of seeing persons as contributing members (\$2 per year) and life members (\$10 at one time). When originally started by some progressive members of the Friedlander Lyceum of the Pennsylvania Institution for the Blind, in 1871, it had a more extensive field, which has been since partly filled by the establishment in Philadelphia of two working Homes,—one for blind men and the other for blind women,—where the inmate is supplied with tools and material at cost, and boarded also at a small weekly sum, which is supplemented by contributions from seeing persons and from the State of Pennsylvania, whereby he or she practically is furnished with light, heat, and shelter without cost, the weekly payment barely covering the board, and the goods so produced are sold by the Home. The Friedlander Union, at first, did not assist inmates of these Homes, thinking it best to reserve all its funds to relieve those working in their own houses; but now it has removed all restrictions, and pays \$3 weekly and \$30 burial expenses to all respectable blind persons who are its active members in good standing. The Pennsylvania Institution for the Blind gave a weekly entertainment by its undergraduates for many years, and the fund so formed was divided among its graduates on their leaving the Institution, that they might provide themselves with

tools, etc. At first each graduate received \$80, then \$40, then \$20; and, finally, the patronage of the public fell off, so that but little could be divided. The Union came to the front about this time, and in 1882 began to lend its members as high as \$50 to buy material, etc., with; and it also started an Employment Bureau for the benefit of its professional members, to obtain engagements for its music-teachers, musicians, etc. It was soon found, however, that either the Homes absorbed the best working blind or from some other cause only about fifty per cent. of the Union's loans were ever repaid, and, notwithstanding advertising in the daily papers, but few musical engagements were obtained, so that both schemes were abandoned, and in 1886 the Union devoted itself to sick benefits.

The Union has fortunately not had to pay rent for a place for its managers to meet. The Pennsylvania Institution for the Blind has, through its past and present Principal, always kindly allowed the use of one of its rooms with light and heat. That the Union may not long remain the sole representative of its kind is earnestly hoped by its management, as there are many common objects that it could effect by combining with similar organizations in the large institutions for the blind in New York, Boston, etc., such as an interchange of membership among the blind in good standing in one city removing permanently to another, whereby he or she would be helped; also, the regulation of prices of carpet-weaving, broom-making, etc., so the blind worker could always make a living profit. Since the Union has devoted itself to sick benefits, it has had, of course, practically to limit its membership to the blind living near enough to be visited by its men's or women's Sick Committee.

A short description of the organization and work of the Friedlander Union, composed as it is entirely of blind persons, and also managed by them, may be interesting. The Union is no longer an experiment, as it is just rounding out its twentieth year, having been founded in 1871 as a

branch of the Friedlander Lyceum, a debating society of the undergraduates of the Pennsylvania Institution for the Blind. The Lyceum, however, soon found that the objects of the Union, having to do, as they did, with blind persons after they had left institutions for the blind, could be better carried on by a separate organization. Therefore, in November, 1872, the charter granted by the Lyceum was revoked and the Union reorganized with the same membership, but with a constitution of its own. The original constitution of the Union gave as a reason for its formation the "enabling the members the more readily to associate with and mutually assist one another," the idea being, as developed further on in the document, principally to obtain situations for graduates of the Philadelphia Institution for the Blind, which object the Union endeavored to carry out by the Employment Bureau before mentioned. In April, 1872, the constitution was amended to provide that, when the funds of the Union shall reach \$1,000 (which they did in 1882), benefits shall be paid to such blind persons, when sick or distressed, as may be active members in good standing, and the annual dues were made \$1 a year (increased in 1886 to \$2), so that no worthy blind person should be excluded. At the same time seeing persons were made honorary on contributing \$2 annually and life members \$25 at one time (reduced in 1880 to \$10), such members to have none of the privileges of active members, the idea being to increase the permanent fund of the Union.

It was also realized at this early period of the Union's existence that the accumulation of a permanent fund, the income of which would supplement and insure the payment of benefits, was absolutely necessary, that members joining would feel sure that, when they required benefits, the treasury would not be empty; and it was also realized that its Permanent Fund must be securely invested, and it was in this latter direction that the Union twice was nearly financially wrecked, in which case it would probably have

disbanded. In neither case, however, was the management of the Union altogether at fault, as in the first case they tried to get one of the prominent trust companies of Philadelphia to be trustee, but at that time none of the trust companies would accept so small a trust. The result was the Union intrusted its funds to one of the employees of the Pennsylvania Institution for the Blind, who proved unfaithful; and it was more good fortune than anything else that the \$233.45 in his hands in 1878 was recovered. The Union again, in 1878, invested \$364.66 of its total funds of \$454.78 in a Building Association, and succeeded in withdrawing, in 1880, with loss of all interest and of about \$70 of dues paid in. In April, 1880, the Union passed a resolution that its Board should only invest its funds as trust funds are invested in Pennsylvania; and finally, in 1886, it was resolved to select one of the new trust companies who were making a specialty of such things as trustee for the Permanent Fund, and shortly after the Land Title and Trust Company was selected, and \$3,000 turned over to it to invest in first mortgages on Philadelphia real estate, under a deed of trust which can only be revoked by a two-thirds majority of the members of the Union, thereby insuring, as far as it was possible to do, a permanent income for the Union. It was also provided at the same time that all gifts, bequests, proceeds of fairs, etc., should go directly into the Permanent Fund, and that all moneys over \$250 in the hands of the treasurer should yearly be turned into the same fund, so as to relieve him of all unnecessary responsibility and reduce the amount of the bond he is required to give. The result now is a Permanent Fund of over \$4,000. The Union was chartered in 1884, so that it could receive bequests, etc., and better transact its business; and its charter expresses the same objects, but more clearly than its constitution of 1872,—namely, “the assisting of its members to obtain employment or in establishing themselves in business, and to afford them pecuniary aid and relief in case of sickness or

death." The successes and failures of these attempts to carry these three objects of the Union's existence are interesting, and perhaps also instructive, to any other body of blind men or women desiring to follow out the same ideas.

WILSON MITCHELL, *Secretary.*

Philadelphia, Pa.

SCIENCE FOR OUR SCHOOLS.

THE joy of discovery is ranked among the highest pleasures of mental activity, hence the more recent methods of education insist that the child shall be told nothing which he can discover for himself. Philosophers say that the baby's joy in peek-a-boo is the joy of discovery: something is found where it was not known to be. The little mind is not empty space to be filled with the accumulated dust of centuries, but an active force, very feeble to be sure, at first, but increasing marvellously in power as it explores the great unknown world. Can we not read nature's meaning, and allow older children the joy of mental discovery, thus securing for them both development and happiness? We do not any longer tell the child that "four times two are eight," but lead it to find the number of blocks in four groups of two blocks each. Our clay ball makes a miniature earth, and we even journey with Columbus across the unknown sea, and discover the New World. The putty map, with highlands drained by mountain torrent and hill-side stream, leads, by Nature's own plan, directly to the lowlands, with their rivers formed by the same torrents and streams. These rivers, in their downward course, unite to form the Mississippi, which, of necessity, must be found in the great central plain.

The *Popular Science Monthly* for January contains an article on "Elementary Botany," by Professor Ward, in which he says: "History, reading and writing, arithmetic, and other subjects, have an educational value, if properly taught, quite apart from their value as mere accomplish-

ments, which may be granted; but children are naturally observers, and why this side of their hungry little natures should be starved at the expense of their usefulness in after life has always been a mystery to me."

Nowhere do we find such fields white for harvest as in science. Here the explorer, be he child or youth, may reap joy, culture, and humility.

We have seen the caterpillar roll himself from sight in a cocoon which he made by taking hair from his own body; then have watched the cocoon for weeks and months, seen the tender little moth come from it, then have taken it in our hands and examined its tiny wings, antennæ, and plump little body, and seen it fly away in the sunshine. Two beautiful cecropia came from their cocoons into our school-room to teach, not the metamorphosis of insects only, but also faith in the stillest and darkest hour.

Edith Thomas, deaf, dumb, and blind, hurries to the recitation-room of the physical class, after the lesson each day, to investigate the apparatus which the seniors have been using. She examines a suction pump, thrusts it into a pail of water, and begins to operate it instantly. Her eager little fingers pass through the flame of an alcohol lamp without causing even a momentary interruption in her search for the "why." She investigates, and states her conclusions as succinctly as the wisest scientist. After experimenting with the horseshoe magnet and iron filings, she tried to make the armature lift the filings. Disappointed, she repeated her work with the magnet, tried the armature once more, and then sought out the teacher, and proceeded again to lift the filings with the magnet, saying, as she held it in the air, "It is alive." Then, turning again to the armature, she put it on the filings, lifted it, and said: "It is dead. Try to make it alive."

From the spring when our little girls plant their first gardens to the summer when, as seniors, they plant the class rose-bush, Nature is our unerring teacher. Her lesson begins with patience, and leads through vigilance and

untiring labor to a joyful consciousness of power. Our little yard is a perfect treasure-house for Nature. Her secrets do not require vast acres nor a gardener's skill. The lilac shrubs furnish material for the young observer summer and winter. Sometimes it is a winter garden, with lilac blossoms in February,—blossoms brought out in the school-room by skilful nursing at a season when sunshine is not over-abundant. Strange, though, how much warmer and lighter a school-room is when the branches make almost hourly pilgrimages from window to radiator.

The English language, with its perplexities of construction, spelling, punctuation, and capitalization, is not a giant to be mastered with rules of syntax, orthography, etc., but a new power with which to keep a journal. Language fostered by scientific researches is accurate and never ambiguous; for careful observations are recorded in carefully chosen words.

I learned a lesson of content and observation from a little maiden and our green plot years ago. It was my first spring in the city, and I had not picked one hepatica nor felt the abounding joy which belongs to the country spring-time. I thought I loved nature too well to be happy in the midst of noise, dust, and the hurry of busy people; and, while I was grieving for the broad fields with their profusion of spring beauty, a little blind girl, with radiant face, brought me a precious handful of chickweed blossoms which she had found in our yard. I took the blossoms and the lesson. This morning one of the seniors told me where I could find the first dandelion bud of the season.

Dear fellow-teachers, if your work seems at times to be almost a failure, just put your pupils in direct communication with Nature. Let her be their teacher and yours.

“She has a world of ready wealth
Our minds and hearts to bless.”

DELLA BENNETT.

Boston, Mass.

OUR UNMUSICAL GIRLS.

BY ONE OF THE NUMBER.

A WELL-BALANCED mind, a general education, and physical strength constitute a better dowry than mere genius. If these unmusical girls could see, they would teach school or stand behind a counter a little while, and then marry. But teachers and saleswomen are too numerous for blind girls to compete with them. There is one sphere, however, in which there is plenty of room,—domestic service.

A blind girl may not become a professional cook or a fashionable lady's maid; but she can help in every department of family work, and so become, next to the mistress, the main stay of the home. Many of the domestics employed in cities are not only incompetent, but ignorant of our language, uncleanly, untruthful, thievish, and of loose morals; while many an opulent farmer's wife cannot find any girl at all. One of my wealthy neighbors, who often appeals to me to find her a girl, said, "I don't expect to get one that can tell the truth." Another said, "I will pay but two dollars a week, for I do all the baking myself." A third remarked that her first care in securing a girl was that she should not have a bad influence over her little daughter. She never expected that she could get a nice dinner without help.

Of course there *are* domestics every way desirable, but they cannot meet a tenth of the demand; and thousands of half-educated girls would rather starve than be called servants. If our unmusical blind girls have the moral courage, here is a field which they may possess. I believe that dire necessity would constrain many an overworked housekeeper to pocket her prejudice, and give the strange

applicant a trial. She never had a girl that could do everything, and a few slight defects would be more than balanced by morals and manners.

A bright seeing girl will learn by observation, but the blind must be taught in detail. I had cooked ten kinds of vegetables with my own hands, but, when squash was on the bill of fare, I stood confounded. Finally, I put it into the steamer whole. When it was half done, I was informed that I might as well have cooked a chicken with the feathers on.

The average woman will not train her blind daughter in any useful work. "I don't know how to teach a blind girl to sew," said one of these. "I suppose Mrs. — does," referring to the matron of the school. So the institutions must accept this extra burden. In the presence of vast labor-saving machinery, they must teach these neglected girls to work as their sisters do, at home. I would have the girls marked on proficiency, and diplomas awarded. These would help wonderfully in finding employment. As a final test, I would propose the following plan. Have a cheap cottage built at a safe distance from the other buildings, in case the experiment should result in a conflagration. There let each girl keep house one week, for two or three boarders, who should act as judges. She might be allowed the assistance of a child five or six years of age or of a raw foreign servant, but no more. She should order her own supplies, and I would bother her at all hours with callers, agents, etc. I should like to add that the girl who succeeded best should be rewarded with a silver tea-set.

CLARA B. ALDRICH.

Joliet, Ill.

LENDING LIBRARY FOR THE BLIND.

A GREAT deal of interest has been awakened of late in the subject of "Books for the Blind." Articles and letters have appeared in leading magazines and newspapers treating of this matter. The writers in some instances seem to think that there are no books for the blind, beyond the Bible, a few small pamphlets and perhaps a very elementary history or geography. This was the sad case a few years ago. Fancy an intelligent, nay, even a highly gifted person, because he or she happened to have one sense less than their fellows, unable to appropriate for themselves any of the wisdom of the past, unable to inform themselves on the scientific wonders of the present! We are glad to say that this state of things is rapidly altering. The works of thinkers such as Carlyle and Emerson, historians such as Prescott and Motley, poets like Longfellow and Tennyson, writers in all paths of literature, are being rapidly brought out in those raised types which take the place of ordinary printing for the blind.

Among the various agencies for producing and circulating these books, the "Lending Library for the Blind" has not been the least successful. It was established by Miss Arnold and Mrs. Dow in 1882. The former is herself blind, and had long felt a great wish to read the various books she constantly heard mentioned. A dozen or two odd volumes on a few shelves in a room about the size of a large cupboard,—this was proudly called a library. That was nine years ago. Now—and it is not yet ten years old—the aforesaid library consists of eighteen hundred volumes. Two good rooms, with shelves up to the ceilings, can scarcely contain them all. On Monday afternoons these apartments present a lively aspect; for they are

crowded with blind persons and their guides, come to fetch the weekly supply of books and discuss the latest addition to the general stock. On three mornings in the week a busy scene is here enacted; a great pile of parcels and boxes are unpacked, and the books they contain consigned to their proper shelves. Others are chosen out, packed up and despatched to their destinations all over Great Britain and Ireland. All the week through Miss Arnold is busy correcting the new Braille books, written and presented by ladies, or copied by blind persons whom she employs. The subscription to the library is 10s. 6d. a year, or 4s. 4d. for those who cannot afford more. The working expenses could not be met, nor new books purchased on such small payments as these, were it not for the kind aid of many friends, in the form of voluntary subscriptions. All the supervision and office work are done without encroaching on the funds of the institution. Miss Arnold and her helpers give their labor freely for the cause they have so much at heart. This library, though almost unique in its character, can scarcely claim a place among the sights of London. However, any visitor to this city who is interested in literature for the blind might find pleasure in surveying our long rows of stately volumes, and they would at any rate be sure of a hearty welcome if they spared a few minutes to visit the "Lending Library for the Blind," 114 Belsize Road, London, N.W.

LINA PLAYNE.

London, Eng.

THE STUDY OF SPELLING.

THE advantage conferred upon man by the power of language is so great that some have even pronounced it the chief cause of his superiority to the higher animals. And what is language? Only the system of symbols, established by custom, by which we may not only communicate ideas to immediate friends, but also transmit them to distant strangers. He who refuses or neglects to observe the established forms of language strikes a blow at the very foundations of civilization.

The blind, as a class, are undoubtedly inferior to the seeing in knowledge of spelling; and, while this is due partly to blindness, I believe it is due more to the fact that efforts have been given to excusing the evil which should have been given to remedying it. The want of this knowledge is painfully felt by the blind. No class stands in greater need of it than they. Few of them can have an amanuensis at all times. Friends who can give the desired information are frequently not present; and, if they were present, we should shrink from employing that method habitually. A dictionary is nearly always accessible to the seeing; but the blind cannot so easily cover their deficiency. Moreover, words are often wanted which are not to be found in any dictionary or alphabetically arranged spelling-book embossed in this country. It is plain that the memory must be depended upon. How may this receptacle be best stored with the necessary knowledge?

Let us observe how seeing people become proficient in spelling,—not with the idea that blind people can do so in the same way, but to discover what methods they can borrow with advantage. First there is the long spelling-book, or at least spelling-lesson, drill in early life. Then this

is supplemented by constant contact with words in reading. There may be some who learn to spell well by reading alone; but is this the case with most people? It seems to me that reading is generally the means by which words, once learned, are kept in the memory. The spelling of new words, if learned while reading, is learned by pausing and noticing their form, just as would be done in learning a spelling-book lesson.

It is said that, if the blind would become good spellers, they must read much, because it has been observed that the greatest readers commonly include the best spellers. But it has also been observed that, of the great readers who are also good spellers, many learned spelling by means other than reading. Even if it be true that good spelling and much reading go together, must we say that one is the result of the other? May we not as well say that both are results of natural intelligence? If seeing people frequently become good spellers by reading alone, it by no means follows that blind people should try to do so in the same way. Their reading is much more limited in amount and variety than that of the seeing. Reading by sight and reading by touch are two different things. Through sight a word makes a vivid integral impression on the mind, through touch it does not. If our language were purely phonetic, the ear might be depended upon to aid the memory; but at present the letters must simply be remembered in their order.

Then is it economy to retard reading, slow at best, so that the attention may be detained on the spelling of any but familiar words? One of the objects of spelling is to enable us to read. The object of reading is something beyond itself, not back of itself. If we combine the effort to follow the thought of a writer and the effort to learn spelling, the results of both are unsatisfactory. But it may be said, A reader must notice the letters of a word and their order before he knows what the word is. Granted; but spelling is, by most of us, not learned in any such rapid

way. Among the essentials to a blind person in the study of words are many and frequent reviews, and these cannot be had when the study is combined with reading without much unnecessary labor. Let us, then, give our chief attention to reading when we read, but let us not fail to save some time in which to give our whole attention to spelling.

Concerning the study of foreign languages I must venture the same opinion that I have already expressed with regard to reading,—that, while it may greatly aid the memory to retain words already learned, spelling can be more economically acquired by attacking words directly for that very purpose.

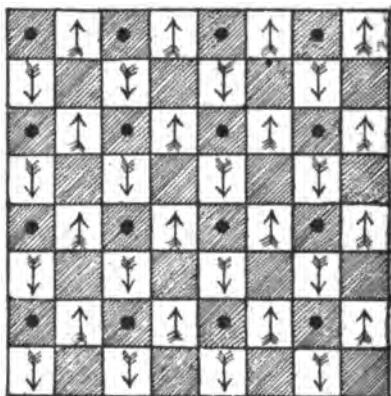
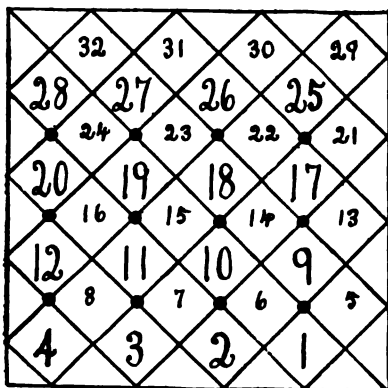
The embossed books on this subject are not yet all that might be desired; but a great deal can be done with the means we have. Why cannot our pupils make their own spelling-books of spelling-lessons written from a teacher's dictation? Hard work for fifteen minutes a day will work wonders in a year. Twenty-five new words each day would amount to, say, six thousand words in a school year,—a very fair vocabulary. The words should be fixed in the mind by constant review. Interest and pleasure in the work can be kept up by frequent friendly contests. When the spelling craze is raging, it is as fascinating as any game; and our teachers should notice its first symptoms and make the most of it.

E. H. FOWLER.

SIGHT AND SIGHTLESS DRAUGHTS-PLAYING.

III. (Continued.)

THE CALCULATION OF THE MOVE, BY PATERSON'S PROJECTION.



By the aid of the above diagrams, it will be found that the draughts-board contains two sets of homologous cells of four files each. One set consists of numbers 1-2-3-4, 9-10-11-12, 17-18-19-20, 25-26-27-28; and the other consists of numbers 5-6-7-8, 13-14-15-16, 21-22-23-24, 29-30-31-32.

They are usually given in the following order: 1-9-17-25, 2-10-18-26, 3-11-19-27, 4-12-20-28; and 29-21-13-5, 30-22-14-6, 31-23-15-7, 32-24-16-8.

Example 1.—Place a square king in cell 4 and a round king in cell 29, square to move thus: 4-8, 29-25, 8-11, 25-22, 11-15. Round now has the choice of three moves; namely, 22-17, 22-25, 22-26, to either of which square replies by 15-18. If round shall have moved to cell 17, it may now go to 13 or 21; if to cell 25, it may go to 21, 29, or 30; if to cell 26, it may go to 30 or 31; if round shall choose cell 13, square replies by 18-14; if either 21, 29, or 30, then 18-22; if to 31, then 18-23, showing that *square* has had the move.

Example 2.—Place square king in cell 4 and round king in cell 25, square to move, 4-8, 25-22, 8-11, 22-18. Square is now forced to retreat in the same manner as round in the previous example, showing that *round* has had the move.

Now, what is the reason for this? In the first example the two kings occupied adverse sets, or systems, when it was square's turn to play; while in the second example they occupied the same set, or system, when it was square's turn to move. Now, what is true of these two positions will be found to be true of every possible position of pieces, regarding the "move." Hence the following rule when each side has an equal number of men:—

RULE.—"Add together *all* the pieces, in either system, and if their sum is odd, it being your play, you have the move. If *even*, your opponent has the move."

Example 3.—Square in cells 4, 5, round in cells 28, 29, round to move. Round has *not* the move, because the sum of the pieces in either of the systems is even.

The moves may be effected as follows: 28-24, 4-8, 24-19 or 20, 8-11, 29-25, 5-9, 29-22 or 21, 9-14, square wins.

The application of the above rule is not at all difficult by the aid of vision; but, to utilize it by means of taction, one of the sets, or systems, should be marked. For this purpose, *The Mentor* boards will be *stanchioned* in the *spaces* of one of the sets of the ordinary board and in the *angles* of one of the sets of the natural board, as shown on the diagrams, and will hereafter be called the *plain* and the *stanchioned* systems.

This may be done by inserting tacks with convex heads. By placing the square pieces 1-12 inclusive, and round 21-32 inclusive, on the board, it will be found that the two systems contain an even number of pieces, and consequently the side having the first move would eventually lose the game, if they were moved in such a way as to avoid any exchange of pieces. That is what is known as a "block" game; and, while the pieces occupying the lower numbers have not the "move" at the commencement of the game, it is considered to be of no disadvantage at that stage or even further on, and it is a fact that more games have been won by the side having the first move.

H. S. ROGERS.

New London, Conn.

AT HOME AND ABROAD.

CALIFORNIA.

THE INDUSTRIAL HOME OF MECHANICAL TRADES FOR THE ADULT BLIND, located at Oakland, presents promptly its sixth annual report, for the year 1890. The number of inmates of both sexes during this period was seventy-six. The industries are not specified. In the previous report broom-making is said to be the chief trade, with chair-caning and hair-picking followed to some extent, and match-making to be introduced. The last report says: "The Home has begun to show a gain of the workshop on the hospital. At the time of its establishment the streets were full of adult blind, sightless for many years, nearly superannuated, and much broken physically and mentally through lack of occupation. Many such were in the public almshouses, or divided their time between semi-beggary and those institutions, all the time a charge upon the public. . . . The directors are pleased to note that many of the inmates, out of their wages, have not only clothed themselves comfortably, but have put by savings-bank deposits, which, by a few years' accumulation, will lift them above the necessity of public benevolence. This is the purpose for which the Home was created by the State; and it is pleasant to know that, while the support of all the inmates, active and non-active, costs less per capita than if they were in the almshouse, at the same time they are being equipped for self-support and future independence of public or private charity."

DENMARK.

ROYAL INSTITUTE FOR THE BLIND, COPENHAGEN.—One of the cleverest pupils who have left our institution is a young American, the only son of Danish parents at Chicago, whose name is Dupont Hansen. He is a musician of great ability, and has now the very best teachers for the piano, the organ, and composition. He will return to his native city this summer.

ENGLAND.

BIRMINGHAM.—The General Institution for the Blind, located at Edgebaston, near Birmingham, in its forty-third report gives evidence of a variety of helpful work accomplished. Besides its eighty-seven indoor pupils, it has employed seven paid teachers and seventeen outworkers; and two hundred and ninety-two adult blind persons, residing at their homes, have been visited during the year by blind teachers engaged in this special work, making a total of four hundred and three persons benefited by the institution.

In the school the progress seems to have been very satisfactory, except among the younger girls, where the presence of six or seven children of weak intellect and evil habits (who had been retained from a strong desire to improve them) had exercised a mischievous influence. In the matter of occupations, it is admitted that "good tuners and proficient musicians earn the most money"; but basket-makers seem also successful, and brush and mat making are important trades. It is pleasant to note that one pupil, Charles Cole, has gained a scholarship at the Worcester College.

In the work among the outdoor blind we find these remarkable instances mentioned:—

"One of the persons visited during the year has learned to read in one lesson, and values her books very much. Her age is seventeen. A man who has been blind one year, age sixty-four, learned in five lessons. He has been, and continues to be, an earnest worker. Another man, who had never learned to read when he had his sight, has learned during the year, and finds his books a great comfort."

BRIGHTON.—**THE BRAILLE BOOK SOCIETY.**—As I stated in a former letter, I am endeavoring to start a society for the increase of literature among the blind. My efforts are being crowned with success. Already the society numbers among its members:—

THE RT. REV. LORD BISHOP OF DURHAM.
DR. URTHOFF.
MR. CREWDSON WATERHOUSE.
MR. NODING.
MR. HEADLEY.

MRS. PUNCH.
MISS HAYLLAR.
MISS RICHARDS.
MISS HOSTE.
MR. NEVILL.

I have slightly altered the method of my working. I am deciding to obtain books from the British and Foreign Blind Association,

thus helping the work of this excellent association. Each member of the Braille Book Society guarantees the cost of one Braille book a year. If the amount reached by the writing of the book exceeds one pound, I myself will make up the deficit. I think that the opinion of the blind ought to be asked as to the choice of subjects on which they would like to have books written. This I am doing. The librarian of a large library for the blind at Hampstead, near London, writes to me that the members like novels, history, and essays on subjects of the day, also religious tales.

I hope to edit a magazine for blind children, through the agency of the British and Foreign Blind Association. I hope my plan will meet with the approval of your readers.

F. NEVILL.

YORK.—The Yorkshire School for the Blind numbered on Jan. 1, 1891, fifty-six pupils. The opening of schools at Sheffield and Leeds within the last ten years has reduced the number in attendance here. The bill making better provision for the elementary education of blind children may increase the number of pupils, but, on the other hand, an opinion prevails to some extent that special schools are not necessary for the education of the blind. This idea Mr. Buckle, the superintendent of the Yorkshire School, believes to be erroneous; for, while a plan similar to that pursued in the London Board Schools may be of great value in preparing young children for special schools, the ampler opportunities afforded where all the apparatus is adapted to the sense of touch and the entire training specialized to meet the needs of the blind are needful for their highest advancement; and he considers it of at least equal importance that sightless children be removed for a season from the mistaken kindness of home-pampering, and taught those habits of self-reliance and self-helpfulness so necessary for success, and so rarely acquired by the blind outside of special schools.

In the trades department the receipts for the year, for baskets, wool-work, mattresses, and brushes, amounted to more than £3,000; and the number of blind workmen has increased from twelve in 1870 to twenty-two in 1890. A hope is expressed that, at no distant day, some means for the employment of blind women may be provided.

The Munby Memorial Fund aids musical instruction in the school and former pupils who follow the profession of music; and

the Markham Fund for assisting former pupils is accomplishing an important work.

KENTUCKY.

THE KENTUCKY INSTITUTION FOR THE EDUCATION OF THE BLIND, in its last annual report, records the death of its late treasurer, John G. Barret, as the principal event of the year. This gentleman was one of the founders of the American Printing House, and had also been its treasurer since 1861. William S. Parker, of the Louisville City National Bank, has been appointed successor of Mr. Barret as treasurer of the Institution.

The school numbers ninety-three white pupils, and has twenty-eight in its colored department which occupies a separate building. In addition to a superintendent who is aided by a matron in each department, there are seven teachers for the white children and two in the colored school.

The terms of admission require "that the child be of so defective vision as to be unable to get an education in the ordinary schools; that it be of good health and sound mind, and within the ages of six and eighteen." In cases where it is duly certified that the child is destitute, clothing is provided.

THE KENTUCKY MANUFACTURING ESTABLISHMENT FOR THE BLIND, which, like the educational institution, is located in Louisville, has issued a circular setting forth its condition, its needs and its prospects. Chartered in February, 1882, up to January 1 of the present year it had received thirty-four blind persons, the majority of whom are now reported to be self-supporting, and some are maintaining families. The average cost to fit these persons for self-support was \$150 per capita during an apprenticeship of two years. By judicious investment the establishment has gained \$6,000 over and above the cost of support and training its apprentices. It owns land in the central part of the city; and it has been thought advisable to erect buildings by mortgaging the lots for a term of years, using the rents to pay the mortgages until they are cleared, and afterwards for the support of the apprentices while learning their trades. One such building has been completed at a cost of \$9,000, on which there is a mortgage of \$5,500; and a second building, costing \$12,000 (of which \$10,000 has been raised), is in process of erection. It is estimated that this, at a reasonable rental, will pay its cost in eight years; and it will then double the capacity of the institution. Meantime it is desirable to clear off

the mortgage of \$5,500 on the first building and make the establishment at once self-supporting,—able to receive thirty new apprentices every two years and fit them for self-support. This sum, with the \$2,000 needed to complete the second building,—\$7,500 in all,—it is thought will be amply sufficient to place the establishment upon a permanent self-supporting basis.

MASSACHUSETTS.

PERKINS INSTITUTION FOR THE BLIND, BOSTON.—The Sloyd training, introduced early in the year, is a valuable addition to previous methods; and the pupils generally find much pleasure in the work. At the Manual Training Exhibition held in Boston, April 9–11, in connection with the New England Conference of Educational Workers, the specimens of the sloyd and kindergarten work of this school were highly commended, and compared favorably with those of seeing children of similar grade.

Two of the teachers of the girls' department, Miss Marrett and Miss Lilley, have recently returned from a visit to the kindred institutions of New York (city), Philadelphia, and Baltimore, where the kindness and courtesy with which they were received made their trip delightful, notwithstanding the storm which followed them all the way.

The kindergarten is crowded with pupils, and preparations for the erection of a new building are already in hand. Willie Elizabeth Robin, the fair-haired little Texan who entered at Christmas, is a very intelligent child, and is making rapid progress in language. Another little blind deaf-mute, Tommy Stringer, not yet five years old, has just been added to the kindergarten household. His fair, round, baby face is full of sunshine; and, with his little arms outstretched in childlike confidence, in response to every touch, he captivates all hearts.

Richard Mansfield gave a performance of "Beau Brummell" at the Globe Theatre, on Wednesday, April 22, for the benefit of the kindergarten.

MICHIGAN.

The musical department in our school is, as in all other schools for the blind, an important feature, and the most important when viewed in the sense of pecuniary support to those who succeed in the art. We have two resident teachers of music, and one (myself) non-resident. Miss M. E. Costello, a graduate of the Kentucky

School for the Blind, conducts the vocal department, and not only gives individual instruction in all phases of the vocal art, but also teaches two chorus classes. This is her third year of teaching here, and her many friends in Boston will be glad to hear of the good work she is doing in Michigan. Miss McCrea is my assistant in primary teaching of instrumental music, and well does she prove herself fitted for the work in which she is now serving her third year. Every pupil is expected to enter one of the chorus classes; and from indications there given we are able to decide whether he (or she) is capable of pursuing, with advantage, a course of study in private. Aside from the chorus classes, there are about fifty pupils studying vocal and instrumental music. Our present number of eleven pianos is inadequate. Our tuning department is likewise suffering for want of instruments, two (of the three pianos devoted to this purpose) having been worn out and abandoned. We hope, by the addition of new pianos for practice, to use the older ones for tuning, and so be enabled to increase the number of tuners. This department is a favorite one among the boys. Its pupils have made commendable progress, several have gone out with the trade well learned, and I hear only good reports from them.

A. C. BLAKESLEE.

MINNESOTA.

THE MINNESOTA SCHOOL FOR THE BLIND is located in the city of Faribault, a little more than fifty miles south of St. Paul. Its privileges are offered by the State, gratuitously, to all blind persons of Minnesota between the ages of eight and twenty-six years who are capable of receiving instruction. Seven years is the regular school period, but an additional three years may be granted upon recommendation of the superintendent and approval of the directors. The parents or friends of pupils are required to furnish clothing, pay travelling expenses, and provide for them during the long summer vacation. Reports are published biennially, that for 1889 and 1890 having recently appeared. In the intellectual department the school is divided into three grades. The primary, including kindergarten teaching, covers a period of four years. The intermediate and the high school courses require three years each. Instruction in reading both the "New York point" and the "line" letter is begun early in the primary grade, and Braille reading and writing are taught in the high school course. A com-

plete set of the Bock-Steger anatomical models has recently been imported expressly for the use of the school. In the music department there are singing classes, and an orchestra of ten or twelve instruments, besides the instruction given upon the organ, piano, and individual instruments. The musical advantages have been greatly enlarged by a fine pipe organ which has been placed in the hall. Broom and mattress making, hand and machine sewing, and fancy-work, are taught in the industrial department; and piano tuning has recently become a systematic study. Military drill and gymnastics are in the care of a special teacher. The erection of a new building, and the alteration of others, have improved the general arrangement of this establishment. The new edifice, which will be used as a hospital, is detached from the main building, and so contrived as to secure isolation for contagious diseases and the needful quiet for all patients. A boys' dormitory building and a new workshop are other desirable features. Since the institution was opened, twenty-four years ago, 140 pupils have received instruction; and it is worthy of note that no death has occurred in the school during the time.

NEBRASKA.

NEBRASKA INSTITUTE FOR THE BLIND.—This is a State institution, located at Nebraska City, under the charge of J. B. Parmelee. It was organized and is conducted solely for the education of blind children and youth. The law provides that only "those of suitable age and capacity shall be admitted," and the Board of Control has fixed the ages of admission between nine and twenty-one years. Board, tuition, and medical attendance are furnished to pupils without charge; but parents and guardians are required to provide clothing, pay travelling expenses, and care for the children during the summer vacation.

Its reports are published biennially, the last being for the period ending Nov. 30, 1890. The average attendance during the last year was fifty-two pupils, at an average cost of \$246 per capita. In the literary department instruction is given in the common school branches, with the elements of science, and, in mathematics, algebra and plane geometry. Kindergarten work is introduced in the primary grade, with the hope of establishing a full kindergarten department as the school increases. In the music department attention is given to vocal culture, harmony, the piano, organ, and violin. Instruction in piano-tuning has been com-

menced during the past year. Though this has been started in a small way, it is intended to make it a permanent feature. The girls spend one hour, daily, in the work-room, where they learn knitting, crocheting, and sewing; the young men are taught broom-making and cane-seating; and the little boys and girls make fancy articles with beads and wire. The pupils attend the church designated by the parents. Moral instruction is given, as occasion requires, and at stated times. In Monday morning talks, the principal gives special attention to the subject of morals and manners. Recent improvements have made the building sufficient for the accommodation of about eighty pupils. Outside fire-escapes have been erected at four sections of the building, and are made familiar to all by full instructions and by use at stated times. A system of electric fire-alarms has also been added, and a test was made soon after completion. The alarm found all in bed; but in just eight minutes all had dressed, descended by the fire-escapes, and gathered in front of the building.

PENNSYLVANIA.

THE WESTERN PENNSYLVANIA INSTITUTION FOR THE BLIND has recently received the deed of a piece of ground, containing about five acres, for the erection of buildings for this new school. This land is located in a desirable part of the city of Pittsburg, and its estimated value is \$100,000,—a right royal gift for a young institution, bestowed by Mrs. Schenley, who now resides in London, England.

RUSSIA.

ST. PETERSBURG.—There are four institutions for the blind in this city, the first of which was founded by Haüy, and is supported by the Philanthropic Society in St. Petersburg.

The second is a small asylum, or home, for young women most of whom were pupils of the former institution. The inmates remain for life.

The third is the Maria-Alexander School, which is under the direction of the "Society of the Empress Maria Alexandrowna, for the Blind." The emperor, at its foundation, endowed it with one million roubles. In addition to this amount the society possesses so large a capital that it is able to work in a very broad way: *first*, in opening schools in the different provinces of the Russian Empire; *second*, in assisting the poor, old, and sick blind;

third, in placing blind pupils in other institutions; and, *fourth*, in furnishing hospital treatment for curing diseases of the eye.

The fourth institution was opened twelve years ago, and is called the "Institution for Adult Blind in Memory of Dr. Robert Blessig." Dr. Blessig was oculist and director of the hospital for diseases of the eye in St. Petersburg. His death was deeply lamented by his patients, colleagues, and friends; and they honored his memory by fulfilling his warmest wish,—to found an institution for the adult blind.

EDITORIAL NOTES.

THE cause of the blind is advancing. We rejoice in the fact itself and in the indications that it is becoming widely recognized not only by those immediately engaged in its furtherance, but by the general public as well. The opening paragraph of the Report of the Managing Committee of the Yorkshire School for the Blind (quoted below) clearly indicates that the lack of sight has ceased to imply a life of passive dependence:—

The prevailing thought in publishing, in 1891, the Annual Report of a long-established School for the Blind is a sense of the change in the atmosphere on which the report is to be launched. The Committee would ask each of the subscribers and friends of this Institution to endeavor to realize this change, and from that standpoint to look backward and also forward. We see the wisdom and foresight of those who founded this Memorial, we see the harvest of the seed they sowed, an outcome of the life of a good Yorkshireman. We see the Parliament, the press, and the public alive to the fact that the blind are a factor in the body politic, that they are not a burden to be tolerated, but a class to be cultivated, and that their labors and their energy have a value to the State direct as well as exemplary. Within human conditions, "the blind receive their sight"; they are not to be merely maintained in asylums; every obstacle in their way is to be removed, that, in Milton's own words, they may "still bear up, and steer right onward."

* * *

THE seventh European Congress of Instructors of the Blind will be held in Kiel, Aug. 4-7, 1891. Director Ferchen, of the Institution for the Blind in Kiel, is chairman of the Committee of Arrangements.

WE do not think there is a happier little girl in the whole world than Edith Thomas, deaf and blind. Just now her delight is overflowing, for she has a watch bought with money mainly earned by her own handiwork. It is only a few months since the first sale of a bit of her work — a pair of crocheted slippers — brought her a dollar. Then she learned to make pond-lily penwipers; and her earnings paid her fares to visit distant friends in the Christmas vacation. She longed then for a watch, but it looked hopelessly far off. She had earned enough to pay her fare to and from — in the last vacation, but she was given a free pass. "Now I will buy a watch!" said she; and she set to work to earn the remaining \$8 necessary. With all her eagerness, she worked very patiently; and when the sum was complete, and the watch was fairly her own, she was quivering with excitement. She had already learned to "tell time" from the dial of a clock, and she reads it quickly and correctly by touching the hands on the small face of her own watch.

* * *

THE new pocket tablet, mentioned in our last, is by far the best thing of its kind that we have ever seen. It is simple in construction, not liable to get out of order, and, being of convenient size, it supplies a long-felt want of those who wish to have always at hand the means for point writing. It consists of a metal bed eight inches long, grooved for three lines, and screwed to a wooden back five-eighths of an inch thick, with a brass ruler (or guide) corresponding to the bed. At each end of the bed is a slot, in which revolve two rubber drums attached to a small steel rod which passes through the wooden base, and is turned by a small knob at one end. Metal caps screwed to the ends of the base form flanges which serve as guides for the paper passing between them and the friction rollers. The brass ruler is held in position by two small pins projecting from the upper side of each flange. This tablet is made for writing Braille, but such tablets could be made equally well for the New York point. Further information may be obtained from the inventor, W. M. Smith, Main St., St. John, N.B.

THE MENTOR

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No. 6

CONVENTION IN THE INTEREST OF THE BLIND, HELD AT NORWOOD, NEAR LONDON.

[From the "*Blindenfreund*."]

BY J. MOLDENHAWER.

I.

A CONFERENCE of the blind and their friends was held in the Royal Normal College for the Blind at Upper Norwood, near London, in the vicinity of the Crystal Palace, from the 22d to the 25th of July of the past year. . . .

Although this conference was not strictly an international one, still several people invited from abroad took part in it. It is to be regretted that not by any means all the institutions for the blind in Great Britain and Ireland were represented at the conference. Among the participants were, proportionally, many blind persons. Several ladies were present,— among others, Madame Verd, instructress of the girls' department in the institution for the blind in Paris; and in the place of Bishop Barry, who was detained, the chair was taken by Mrs. Fawcett, widow of the celebrated blind minister and postmaster-general, Professor Fawcett. The Duke of Westminster was the honorary president, and in his elegantly furnished palace in London, the fourth session was held. At this the duke presided, and at its close the participants were invited to a garden party. Dr. Armitage officiated as president of the conference, and Dr. Campbell assisted him.

Elementary instruction was the subject of discussion at the first session. Mr. Illingworth, principal teacher in the school connected with the Royal Asylum for the Blind in Edinburgh, presented the report of the discussion of the respective sub-committee. In this the great importance of the Braille system of points was urged, without, however, rejecting the Moon and the Roman alphabet. The practical usefulness of the Guldberg writing apparatus, introduced in York and Edinburgh for the Roman writing, was embodied in the report.

Mr. Macdonald, of Glasgow, delivered an address, in which he recommended the instruction of blind children in schools for the seeing, while at the same time he communicated the results which had been gained in this connection. An active discussion arose over this question, whether the instruction of the blind in ordinary schools with supplementary teaching especially designed for them, or that in institutions for the blind was preferable; and it was surprising to me that even the blind were in favor of the former. The result of the discussion was that the use of the ordinary elementary school was to be looked upon only as an expedient.

In the afternoon of the same day the question concerning state aid for institutions for the blind was discussed under the presidency of the Lord Bishop of London; and Mr. Carter, honorary secretary of the institution for the blind at Sheffield, as chairman of the respective sub-committee, delivered an address on the importance and disposition of such state aid. And as a bill on the instruction of blind, and deaf and dumb children had been introduced into Parliament, in which account had been taken of those only from the age of five to sixteen years, they resolved to present to the Minister, Lord Cranbrook, through the Lord Bishop, who consented willingly, the following resolution:—

That this conference, while it is pleased in a high degree that the State has recognized in the bill just introduced into Parliament that the instruction of the blind should be placed on the same plane with that of the seeing, finds, to its bitter disappointment, no measure therein contained to provide for their mechanical instruction, and it desires that the motion of the Royal Commission on this point be brought to fulfilment.

The bill under discussion leaves it to one's choice either to permit blind children to be instructed in the public schools, or in special institutions for the blind; and it decides that the support of the child under consideration, during its attendance at school or its residence in an institution for the blind, shall not be paid by the poor authorities, as formerly established, but by the school commission. In the education act of 1872, on compulsory education of the blind, as well as in the later acts to 1883, mention is made only of the ages from five to thirteen years, while in the new bill the time is extended to the age of sixteen years. We hope that in consequence of the expressed wish of the conference a further extension of the legal measures designed by the government will be made in the interest of the blind.

On the morning of the second day, under the presidency of Rev. Canon Fleming, musical culture as a future means of livelihood, with the technical training necessary to it, was discussed. Dr. Armitage showed the great importance which it had, as being the best possible means of instruction for the cultivation of the blind. In opposition to the idea that they could only afford to give attention to musical instruction in a music school as perfectly fitted out and provided with the best teaching power as that at Norwood, it was asserted that all institutions for the blind must consider the technical together with the musical instruction, the more so as otherwise much talent would remain disregarded. They had, then, a resort for those of very great musical talent,—to send them later to the music school at Norwood as a kind of conservatory for the blind.

At the afternoon session in Grosvenor House, under the presidency of the Duke of Westminster, technical training and instruction in trades were discussed. The report of the sub-committee was read by Mr. Pine, director of the institution in Nottingham, and in connection with it he mentioned shoemaking, which had been introduced with good results into Denmark; whereupon the author, at the suggestion of Dr. Armitage of Norwood, furnished further information in reference to the tools displayed from Copenhagen, with

samples of the work of a blind shoemaker there. Since instances occur when a blind man, in order to have adequate work, must ply two trades, there was added to the established rule that the blind should learn only one trade the words, "as a rule." It was observed that basket-making served little in addition to another trade.

At the morning session of the third day the workshop question was discussed under the presidency of Sir Lyon Playfair, while Mr. Martin, director of the Royal Blind Asylum in Edinburgh, submitted the report of the sub-committee chosen therefor, and strongly recommended the erection of such workshops as these, for instance, in the larger cities:—

1st. The workshops should be situated in the midst of the trade centres, where articles manufactured by the blind will be in demand.

2d. Stores for the sale of such articles should be built in connection with all workshops, and should be situated in the principal streets and made as attractive as possible. Frequenters of the store should be invited to see the workmen.

3d. Where energetic and trustworthy blind men are found, they should be employed as commercial travellers and agents.

4th. Establishments should be prepared constantly to close contracts and to undertake and dispense heavy orders.

5th. All establishments should be prepared to promote the sale of the wares of the others.

6th. The business should be carried on in a strictly mercantile manner, and payment for the work done should correspond with that of the seeing. If an addition is necessary for a profit, it should be treated as a separate item of expense.

7th. The sub-committee has already shown how important it is to secure the best seeing ability in the position of foreman, and in addition that occasionally a blind teacher of especial talent is met with. Opposition was raised to this by some of the blind; and it was finally agreed, upon motion of Dr. Campbell, that, without considering the seeing and

the not seeing, they should only accent the importance of the employment of capable teaching power.

8th. The introduction of kindergartens and interesting exercises for the body was recommended.

9th. Some theoretical instruction in connection with the practical exercise of a trade and the greatest possible approach to the treatment of seeing boys and girls is to be recommended.

10th. The young blind at the age of sixteen years should be assigned to an apprenticeship, just the same as seeing boys and girls, in order to learn a trade. But, since many a one is dependent upon early technical training, they should immediately, upon their intellectual advancement, practise with different tools.

11th. The rules and regulations which ordinarily maintain in business should also be carried out in the workshops of the blind, and they should be induced to support themselves as far as possible.

12th. The use of frames in the making of baskets is approved, in order to attain a symmetrical size and form; but one ought to strive to produce perfectly satisfactory work without their aid.

13th. Division of the work, with the addition of seeing or partially seeing working powers, and the application of the most capable of the blind workmen to the revision of the work is recommended.

14th. A guide by Mr. Harris, of Leicester, which is shortly to appear, concerning employments for the blind, is recommended.

15th. New fields of labor for the blind were spoken of; and there were proposed for trial light basket-making for blind women, the manufacture of whip-thongs, the manufacture of paper bags, cork-cutting, type-writing, mission agency.

16th. It is recommended to every director of an institution who, in another institution, meets with a branch of industry which he has not introduced, to procure careful information in regard to it, in order to adopt it as far as possible. (N.B.—The writer begs leave, in this connection, to call attention again to shoemaking.)

17th. All workshops for the blind should be examined by inspectors appointed under the direction of the government, or by a man adapted to it, and paid by all the institutions in common.

18th. The directors of institutions for the blind should organize among themselves an association for correspondence and yearly conferences. These might develop into an association for the purchase of materials and the sale of manufactured wares.

The members of this sub-committee were, besides those already mentioned, Mr. Martin, of Edinburgh; the blind Mr. Plater, owner and manager of the largest basket manufactory in Birmingham; Mr. Hewitt, of Belfast; and Mr. Pine, of Nottingham.

At the same session Rev. H. J. R. Marston, M.A. (blind), a teacher of classical literature in the celebrated school for the blind at Worcester, delivered an address upon the preparation of the blind for the universities and the professions. In this he warned them against a too great inclination to let the blind go in the direction of the universities, since it was difficult for them to obtain efficiency for making a livelihood at them. The blind should, on the contrary, devote themselves to other fields, which afforded, to be sure, a more modest but at the same time a more easily obtainable activity.

At the afternoon meeting of the same day W. S. Seton-Karr, Esq., presided. An English translation of a paper by the blind Frenchman, M. Maurice de la Sizeranne, on the "Société de Placement et de Secours" existing in Paris, was read by Mr. Wilson, secretary of the colossal fund for the blind,—the Gardner Trust. A lady then read a paper on "Home Teaching" by the blind Mr. Moon, inventor of the Moon alphabet, and director of the institution for the blind at Brighton, with its large printing-house.

Copenhagen, Denmark.

EDWARD KINGSBURY DIETRICH.

"They also serve who only stand and wait."

THERE are very few persons whose names are known to the world as suffering the double affliction of loss of sight and hearing. The earliest case of any note was James Mitchell of Scotland, born in 1795, who came under the notice of Sir Astley Cooper. Though remarkable in some respects, nothing was attempted to develop his mental powers by education. The late Laura Bridgman, educated in the Perkins Institution for the Blind, South Boston, was a most interesting example of this class.

The subject of this article some twenty years ago (then a fine-looking boy of eight years) was brought to the Pennsylvania Institution for the Blind, hopelessly blind and deaf from the effects of a fever. His parents were Germans, who settled in the town of Towanda in Pennsylvania, where Edward, the youngest of four children, was born. While on a visit to Philadelphia, he was taken ill, and on his recovery it was found that the nerves of the eye and ear were destroyed.

When brought to the institution in Philadelphia, one of the lady teachers, passing through the girls' work-room, saw him sitting there conversing—by words being printed on his hand with the fore-finger—with a blind gentleman, a music-teacher in the school. His sweet, intelligent countenance attracted her. She took his hand and pressed it. He returned warmly her greeting, his lovely face lighting up, while an expression as plain as the words "Who is this?" flitted across it. That morning's acquaintance ripened into a friendship that is still unbroken.

He possesses quick perceptions and a fine mind. His affliction, coming in his ninth year, has left a slight margin in his horizon (so soon darkened forever), which an excellent

memory and observation fill with correct and vivid pictures of the natural world.

The printing of letters on his hand is not so tedious as one would think, as, after the first word or two is given, his intelligent anticipation of the idea makes conversation with him rapid and agreeable, as he has never lost his voice and uses it in answering. He is one of the finest possible Bible students, particularly of the Old Testament. He reads all literature printed for the blind, Milton's "Paradise Lost," selections from Shakspeare, Scott, and Dickens giving him his greatest enjoyment. His conversation is often humorous and full of interesting quotations from the best literature. When a question arises among the boys and men in the shop, relating to mathematics or astronomy, Edward is often sought as umpire; for he seldom makes a mistake.

He hails a new book printed for the blind with delight, and there are few nobler objects for bequests than the fund now started for the printing of standard works of literature in the raised type.

He is now a graduate of the Pennsylvania Institution, and is living at the Working Home for Blind Men in West Philadelphia, where his time is employed in cane-seating and broom-making. As he is very industrious and a fine workman, he has saved quite a little sum of money, which he has invested in real estate.

Though one's pity is naturally awakened when thinking of the privations of a talented young man so shut out from the varied enjoyments of sight and sound, yet there is a great love of the good and beautiful developed in him by meditation, his constant intercourse with the best thought giving him food for delightful self-communion.

Many a time, when weary of the bustle and cares of this rushing, hurrying life, has an hour's talk with him brought rest to the writer of this sketch. There is a repose, a self-poise, about his manner that is refreshing. God's ways are not our ways. Perhaps this mind and soul is being developed by silence and solitude for great work in the world to come, and through the dark portal that he gropes along here he

will emerge into a more glorious environment than those who have had great earthly success and blessings.

"Meek souls there are who little deem
Their daily life an angel's theme,
Nor that the rod they take so calm
May prove in heaven a martyr's palm."

SARAH JEANNE RICH.

Worcester, Mass.

THE BLIND IN SPAIN.*

[From the "*Valentin Haüy*."]

BY E. LLADO.

THE cause of the blind in Spain is very backward, for the state assists only the National Institution of Madrid, and the other schools, to the number of fourteen, are supported by the town and provincial governments and two religious orders; and it is easy to see that these corporations, notwithstanding their efforts and their good will, often lack the necessary means to meet the expenses of these establishments. Consequently, it is sometimes difficult to prepare pupils fully capable of earning an honorable livelihood after leaving school.

According to the census of 1880, the number of children having received instruction was 652.† This, certainly, is a small number, especially when we consider that the number of blind of both sexes in Spain reaches about 17,000 (I quote this figure from M. Lopez Navalon, professor in the National Institution of Madrid), and that our country is, besides, unprovided with workshops and asylums for adults. Much, then, remains to be done.

We shall give, in few words, some details of each of the

* Most of the information contained in this essay was furnished by our excellent friend, M. Arellano, founder and director of the school of Saragossa.

† Of this number only one-fiftieth have been taught in schools for the seeing, or by special teachers in their own homes.

schools which we have mentioned, following the order of priority of foundation.

The first which was established in Spain is that of Barcelona, founded in 1820, by M. Ricart. It was established at the expense of the government of that city, which still provides for its support. This school now has excellent teachers, but its apparatus leaves much to be desired. The instruction given is intellectual, musical, and industrial. The first comprises higher primary education. The system of reading and writing most used is that devised in 1856 by M. Llorens, one of the most devoted teachers of this school, who continues to perform his important duties. This system is based upon the ordinary alphabet with some modifications, and is equally applicable to writing and printing. The guide of M. Llorens's apparatus somewhat resembles that of Braille. At the time of the international exhibition at Barcelona, M. Llorens published a pamphlet in Spanish and in French, in which he set forth the advantages which, according to his account, his writing possessed over Braille. Our humble opinion upon this subject is that, for the seeing, this writing is, perhaps, convenient; but we doubt whether it is as practicable for the blind. And what confirms our opinion is that embossed writing has been universally adopted as being best suited to their needs. Some of the ideas in the pamphlet of which we are speaking seem to us somewhat partial; but its author is, undoubtedly, among those who have done most for the blind of Spain, and we here express our cordial gratitude to him.

The teaching of music includes vocal culture, harmony, composition, the study of stringed and wind instruments, and the tuning of pianos. The girls learn such manual work as suits their sex, and the boys the printing of embossed books. The number of pupils in this (which is a day) school is 66 boys and 15 girls. This establishment, like most of the schools for the blind in Spain, is also intended for deaf-mutes, who receive instruction apart from the blind. Within three years there has been annexed to the provincial almshouse a little school which boards 5 or

6 blind girls who, heretofore, had been sent to the city school. These children are taught three systems of written music,—that of Braille, of Abreu, and of Llorens. The brothers of Saint-Jean de Dieu have also admitted into their asylum 8 blind children, who are taught by a former pupil of the Paris Institution, M. Charles Jouseaux, sent to Barcelona for this purpose. There is at Barcelona a charitable society composed of blind persons, mostly former pupils of the city school. The members are assisted in sickness; and in case of death the blind furnish the music which accompanies to the cemetery. A well-organized *société de patronage* for former pupils is very desirable in Spain.

The Institution of Madrid was founded in 1834, for deaf-mutes. It was only in 1842 that the instruction of the blind was added. It contains about 60 pupils afflicted with blindness,—41 boys and 15 girls. This school is supported by the department of education and public works; and since 1886 a committee composed of competent persons in educational matters is intrusted with the management of this establishment, which is, in other respects, well provided for. It has 8 teachers,—3 for religious and intellectual instruction, 3 for music, 1 for the work of the girls, and 1 for gymnastics. There are, besides, 5 assistants or inspectors. Some interesting works for typhlophiles have been published by some of the directors of this school. Among these books we may mention an Elementary Course of Instruction for Deaf-mutes and the Blind, by M. Ballasteros, and the records of MM. Nébreda and Cabello, which contain details of the progress of the school from its foundation. The instruction given is intellectual, musical, and manual. The former is nearly equivalent to higher primary instruction. That of music comprises voice culture, the piano, organ, harmony, the study of wind and stringed instruments, including the guitar and mandore, for which there is a special teacher. The systems of writing and of reading are those of the common letters in relief by means of embossed books for reading, and for writing they learn the raised-line writing (*raphigraphie*), and pencil writ-

ing traced by means of tablets devised by M. Nébreda. The Braille system is also used. The musical notation adopted by the Institution of Madrid is an amplification of that of Braille by one of the blind teachers, M. Abreu, who died ten years ago. This notation was devised almost at the same time as that of M. Llorens. M. Abreu, a very intelligent man, who was truly an honor to the blind of Spain, having made a thorough study of the Braille notation, then little known outside of France, sought to simplify it, and believed he had succeeded in so doing by adding two points to the Braille characters in order to dispense with a great number of combinations to indicate values. Such is the chief modification of M. Abreu, the object of which is laudable; but now each school uses the system devised by its teacher, which results in the use of three different musical notations in Spain. This is very unfortunate for the blind. We believe that it is important to prevent this difficulty, and that, in view of the uniformity which exists to-day in all the schools for the blind in Europe, the teachers at Barcelona and Madrid ought to teach (without prejudice in favor of the notation which they have adopted) that of Braille to pupils gifted with musical talent, in order that they may enjoy the advantages of universality. In short, the Institution of Madrid is the best in Spain; it is in the way of progress, especially if the government decides to enlarge it as it has promised. More than four years ago the direction of the school was intrusted to M. Blasco, one of its best teachers, who has been devoted to the blind for twenty years.

In 1856 there was also established in Madrid an asylum where a certain number of poor blind persons receive instruction, which is given by some of the teachers of the National Institution. This asylum is called College of Saint Catherine, and has recently been transferred to a house which also receives aged men.

The province of Alicante has had, since 1861, a school exclusively devoted to the blind, directed by its founder, M. Aznar, and supported at first by private charity; but in 1876 it was declared public by the general council, which in 1878

appointed another teacher for literary studies, M. Just, a very remarkable blind gentleman, already known and appreciated abroad by his excellent designs executed in points. The readers of the *Valentin Haüy* know that one of these sketch-books won for its author a silver medal, awarded by one of the juries of the International Exposition of Paris. The general council of Alicante has also recognized the work of M. Just by granting him a sum intended to start a circulating library, which will be unique in Spain. Unfortunately, private efforts have not yet seconded his attempts, so he has been obliged to copy books unassisted, thus limiting the number of volumes, which will belong to the general council. This school now numbers only 14 boys, although the province of Alicante alone contains 575 males and 529 females deprived of sight. In this school Braille is used for reading and writing, and the Abreu musical notation. M. Aznar teaches music.

The provincial school of Santiago de Compostelle dates from 1864. It is due to M. Vignas, who made great efforts for its furtherance and who finally succeeded in permanently organizing it. This school gives its pupils education in music. Its director, M. Lopez Navalon, published, in 1878, a record of this establishment, which has some interest. It explains changes which had necessarily been introduced into the system of Abreu.

A provision of the education law published in 1857, ordered that each university district should possess a school for deaf-mutes and the blind, which gave rise in 1868 to the establishment of that of Burgos. The number of pupils of this school is 23,—17 boys and 6 girls. The priest who conducts it has been in charge too short a time to be able to give many details of the institution. The Braille and the Abreu musical notation are the systems used.

The city of Saragossa has had, since 1871, an important school for deaf-mutes and the blind. Of the latter, the number is 20 males and 1 female. The city government and the general council provide for the support of this establishment, which has had no other teacher than M. Arellano, its

founder. Aided by Mme. Arellano, notwithstanding the board is the very lowest, he has succeeded — thanks to his earnest efforts — in founding a school which is thoroughly organized, and which ever since its opening has excited the admiration and sympathy of persons who have visited it. About the beginning of the year 1889 M. Arellano definitely adopted the Braille notation and the Spanish stenography devised by Mr. Murray. Permit us here, in the name of the blind students, to express our cordial thanks to this foreigner who, familiar with the Spanish language, has bestowed upon the blind of our country a system of abbreviations so simple and so ingenious. To understand the advantages of M. Murray's system, it is sufficient to say that its author caught the spirit of the French contractions in spelling, well known to most of the readers of this review, and justly appreciated by all the blind who read it. The adoption of the Braille musical notation and the Spanish stenography has given excellent results, shown in the examinations of the month of June of last year. Moreover, M. Arellano is about to realize a notable advance,—the creation of an educational and industrial museum for the instruction of deaf-mutes and the blind, the inauguration of which will probably take place next month at the time of the examinations.*

The school of Seville established in 1873 by M. Pichardo, who continues its director, keeps pace with that of Madrid. It is doubtless one of the best institutions for the blind in Spain. Its founder was sent to the National Institution at Madrid to acquire the special knowledge needful for the proper fulfilment of his work. This school contains 74 males and a few females; and the number of teachers is 9, of whom 6 are for music. The pupils learn all that is taught at Madrid, besides the system of Llorens and the musical notation of Abreu. We know that the school of Seville was the only one in Spain which took part in the Paris Exposition, and that it was awarded a gold medal, which is the highest praise we can give.

We greatly regret that we cannot give details concerning

* The opening of this museum is now an accomplished fact. (See *Valentin Haüy*, September, 1890.)

the schools of Salamanca and Tarragona ; but their directors have not replied to our inquiries in that direction.

A philanthropic society of Valencia, called the Catholic Industrial Society of Saint-Vincent Ferrier, established in 1887 a school for deaf-mutes and the blind, conducted by nuns previously sent to the Institution at Madrid. The pupils now number 47,—29 boys and 18 girls. Notwithstanding the brief term of existence of this school, it has made rapid progress, thanks to a former pupil of the Institution of Madrid who now teaches here. The nuns are also assisted by a music teacher.

The *Valentin Haüy* has recently announced the establishment of a school for the blind at Castellon ; and we cordially thank the Abbé Rullin for his generosity and devotion to the poor children, who are indebted to him for their instruction as well as to the general council of Castellon, which has ably seconded the efforts of our friend.

We have finished the task undertaken, and we shall be satisfied if this modest article which we have tried to make as complete as possible contributes in its way to call attention to the condition of the blind in Spain.

THE FIRST THING FOR OUR GIRLS.

EDUCATION is a success only in proportion as it fits one to fulfil his part in life. The human race is undoubtedly advancing. It belongs to a few to help on, but most of us need first of all to be careful not to hinder. This involves contributing to the general fund, in some way, as much as we receive from it ; *i.e.*, being, in some sense, self-supporting.

How can a girl who has no genius, no marked ability even, return to the world, in an independent life, as much as she receives ?

I trust some one will tell us about the occupations that are open to women, and especially those in which blind women have made a success ; but I want to suggest one step

that ought to be for every girl the beginning,—one to whose neglect and, to her, seeming unimportance many a girl, among the seeing and blind, owes her failure of self-support.

There is one way to be rich that is within the reach of most of us,—limit your wants. There is one way to approximate more nearly to returning to the world as much as we receive from it,—limit your demands.

Don't be “institutionized.” That applies whether you are a blind girl in an institution or a seeing girl in a little country home, with a kind mother ready to wait on your whims.

First and foremost, keep your individuality. Be a person before you are a scholar or anything else. Be responsible for your own room, your own toilet, the mending of your own clothes. In all these ways take as little as possible from the world. Take care of your own personal belongings, and feel it a right and privilege to do so.

The next step in the same direction,—take upon yourself to do something for somebody else. Care for some one who is younger or more feeble than you, take care of a room that is for general use. *Do something*, not from sentimental devotion to some particular person, but for the sake of doing what you can toward your part. You are doing a fundamental part of the work of the world when you mend neatly the elbows of your own dress or sew a rip in the gown of a younger child.

After you leave the institution you may find people impatient of your larger efforts at help and unwilling to believe in your usefulness; but this one thing no one can hinder you from, and nothing will go farther to inspire confidence in your efforts than ability to take care of yourself in this sense. Your own mending, the care of your own room and toilet and wardrobe, will be indisputable proof that you can do something; and many a seeing woman may be shamed, by contrast, into respect, if not imitation.

Then in such matters as you have had no opportunity to learn about be ready to take suggestions. When you are told, “No: you must not do so, do this way,” never allow

yourself even the impulse to reply, "Well, I won't try again. You always find fault with me!" How can we give back to the world what we are obliged to take from it in teaching and suggestion? Not by folding the suggestion up in a napkin and laying it away, not by flinging it spitefully back, but by using it.

A girl who can take perfect care of her own person and belongings, who can take such care of those younger and more helpless than herself, who is, however ignorant she may necessarily be, cheerfully ready to respond to suggestions, even if not patiently and lovingly given, cannot be in the worst and most hopeless sense "institutionized." Even in a poorhouse she will find ways of more than paying the world for what it does for her. Some of us know how one blind girl did just that; and I have noticed, in several years of observation, that to the girl who faithfully makes the beginning that is possible to all, doing it just as firmly and steadily and bravely when there seems to be nothing beyond, the way is very likely to open out.

WISEACRE.

THE TRUE GOSPEL.

AMONG the articles in the January number of this magazine was one entitled "The New Gospel," in which the writer maintained that the blind in their work should make use of the sight of others wherever that is possible. The writer being one of the most successful blind men I ever knew, his words should certainly carry with them their due amount of weight. In the March number appeared another article bearing the same title, but taking the opposite ground, arguing that the course previously indicated tends to make the blind dependent rather than independent. Experience of fifteen years in the business world teaches me that both of these writers are partially right and partially wrong. I believe that the true gospel is the golden mean between the two, if that is possible to find. Certainly, the true theory to

be followed in the education of the young blind is to teach them to be self-reliant, doing everything for themselves that is within their power, depending only upon the sight of others in cases of absolute necessity. This shows them in the most practical manner possible what they are able to do and what is beyond their reach. In after years, when in the business world they must compete at so great a disadvantage with their sighted contemporaries, they should make every possible use of the sight of others in order to save their own vital energies and to place themselves more nearly on an equality with them.

A blind person necessarily expends nearly double the vital force that a seeing person expends in many, if not in most, of the acts he performs. As an illustration, the seeing, in passing from place to place, expend little, if any, vital force above that which is necessary to put and keep themselves in motion, whereas the blind, when walking alone, are subjected to a constant mental strain of which the seeing know nothing, in addition to the physical effort necessary to locomotion. The same difference in the amount of effort expended by the blind and the seeing when walking alone, exists in most of the labor they perform. This is why the average blind man or woman, who goes into a business career with the same energy and enthusiasm, breaks down sooner or dies earlier than his sighted brother or sister. It is that he may save this extra expenditure of vitality and thus prolong his life that I deem it expedient for a blind person engaged in business to take every possible advantage of the sight of others. For instance, although I can go perfectly well alone from either of the Old Colony stations to any of the business parts of Boston, and have done so repeatedly, yet, as a rule, I call a messenger boy, and keep him until I have completed my business. I do this because I have learned from experience that I do twice the amount of business in a given time and go home much less fatigued than when I go alone.

What is true of walking is true of the majority of duties which devolve upon us. While I strongly urge the use of sighted help wherever practicable, I would as strongly protest

against doing so to the extent of becoming dependent upon it, as I have known to have been the case in individual instances. This, to me, is the most deplorable condition into which the blind can fall. To all blind people let me say, Beyond everything else and at whatever cost, keep your independence.

The question which is best—for the blind to read themselves or to have others read to them—must be determined by each individual according to circumstances. The same rule which I have laid down in regard to employing help in our business seems to apply here. Those of us who are engaged in business to any extent have but little time to read; and, if we do any amount of it, we must do it in the most rapid manner possible, which is, without question, through the eyes of others. My advice to all blind people is to read all that you yourself can consistently with your other duties. When the amount of enjoyment to be derived from our reading is the only question, it seems to me very easily answered. When I wish to read a book merely for the story or literary style, by all means give me a good sighted reader. When I wish to study or commit a piece of literature, by all means give it to me either in the embossed type or in Braille. I agree with what the writer of the article in the March number says about studying literary works, and I can commit a piece much more rapidly when I have it at my fingers' ends than when I have it read to me by another.

Thus it seems to me that the true policy for the blind is to make all the use they are able of the sight of others, at the same time using all diligence not to become dependent upon it.

J. VARS.

Newport, R.I.

CARPENTRY IN NORWAY.

[CARPENTRY, especially that branch of it which we call cabinet-making, is pursued to a considerable extent among the blind of Norway and Sweden. In reply to some inquiries upon the subject, we have received through the kindness of Mr. Lars A. Havstad the following statement of Mr. Mathiesen, director of the Institution for the Blind at Christiania, for the translation of which we are indebted to Mr. J. H. Trybom:—]

Carpentry was introduced as a trade at the Institution for the Blind twenty-five years ago. At that time a blind man thirty years of age, who had learned carpentry, chiefly chair-making, entered the institution; and he was employed as a teacher of the blind pupils of that kind of work. Adult blind persons were then, as for many years afterward, admitted to the institution; and it was chiefly these older pupils that were taught carpentry. Of the younger pupils there are only a few exceptions that receive instruction in that trade.

I believe carpentry a very hard trade for blind people to learn. They cannot, at any rate, compete with seeing mechanics. It requires good physical strength, so that not everybody can take it up. I can say, however, that out of the carpenters who have been graduated from this institution several have acquired a remarkable skill, and they have afterward supported themselves by that trade in the country. None of them are employed in any shop in this city, and it is not likely that they will be. It is pupils from the country, from distant villages, who receive instruction in carpentry, because it has been ascertained that they can sell articles of that trade easier. For them the usual trades, basket-making and brush-making, would be of little importance. They make all kinds of furniture—tables, chairs, closets, chests, trunks, pedestals, bedsteads, washstands, etc.,

chiefly articles that are painted. Some of the pupils learn polishing and veneering.

The blind have, however, to work slowly, and can never compete with a seeing carpenter. But the former are more industrious, and in the country can support themselves without great expense. I believe it has been of great advantage to the blind of this country that they have been given an opportunity to learn this trade. A former pupil of this institution, from Hallingdal, wrote to me a few days ago: "I like to let you know that I have finished my house, and made everything myself,—doors, windows, floor, etc.,—and I shall move into it next fall. I am working now on the furniture of a hotel, and I shall also make two dining-room tables."

Carpentry is introduced at the Manual Training School for blind pupils above fifteen years of age, in this city. The director, Mr. Lonvig, is blind, and is the same gentleman that had a situation here as teacher some years ago. The present instructor of carpentry is also blind, and has been here for several years. He is also skilful in wood-turning and gives instruction in it, making everything used in the carpentry shop, such as legs for chairs and tables, etc.

At the Institution for the Blind in Stockholm carpentry is also taught among the trades, just as sloyd is at the school in Trondhjem. Carpentry is a trade which the blind like to learn; but I will say, as my conviction, that it is a difficult trade, and one that all cannot acquire.

Christiania, April 13, 1891.

HOW A BLIND GIRL MATRICULATED.

[*From the Pall Mall Gazette.*]

REFERENCE was recently made to the interesting case of Miss Matilda Aston, the blind girl of seventeen, who succeeded in matriculating at the Melbourne University. She is determined to proceed to the B.A. degree, and a fund to pay all her personal and academic expenses has been started in Melbourne. Here in her own words is how she passed her matriculation examination :—

“By the kind consent of the authorities, I was allowed a room to myself, with an amanuensis and a witness. The papers were just the same as those given to the seeing candidates. My amanuensis read the questions to me, and I dictated the answers word for word in the hearing of a witness. The subjects were French, English, arithmetic, geography, history, physiology, and botany. With regard to the arithmetic, I worked out the answers in our own system, and then read the working and the answers to the amanuensis, who wrote them down. In geography I drew the map with a pin.”

Some of her friends, it seems, were foolish and cruel enough to try to dishearten the brave little girl at the outset of her academic career. “Although some people among the seeing have had their prejudices removed, it is still the general belief that we are not able to receive a high-class education. Consequently, we get a good deal of cold water thrown on our schemes. I have had it said to me by many that I need not try to pass the matriculation. This kind of discouragement sometimes sent my spirits down a little, but after an hour or two they always rose again.”

This is how she pursued her studies as an inmate of the Blind Asylum in Melbourne: “I believe in systematic study, with regular hours for everything. I used to rise about half-past six, and during the day I taught children

in the school-room for four hours. I practised music two hours, took two hours' regular walking in the grounds of the institution, and the rest of my time I gave to study, walking about sometimes when learning. I retired to rest at ten o'clock, so that I was up fifteen hours and a half; and I suppose I had on an average five hours for my studies a day. Of course, as it got nearer the examination, I took a little more time for study, and neglected my music. I have followed up music more as an accomplishment than with any idea of utilizing it in the future." Asked what subjects she contemplated taking up now for her B.A. course, she replied, "I intend to take Latin and English, natural philosophy, and deductive logic."

SIGHT AND SIGHTLESS DRAUGHTS-PLAYING.

V. (*Concluded.*)

CHANGING THE MOVE.

"A BLOCK" (as referred to in our last number) may be effected as follows: "9-13, 24-20, 6-9, 27-24, 12-16, 21-17, 8-12, 25-21, 3-8, 30-25, 10-15, 23-18, 16-19, 17-14, 12-16, 21-17, 8-12, 25-21, 1-6, 32-27, 6-10, 27-23, 4-8, 29-25, 2-6, 31-27, round wins."

By the above solution it will be observed that the courses of the pieces across the board are out of one system into the other, so that the systems contain an odd number after the first side has moved, and an even number after the second side has moved; and this ratio will continue until some movement is adopted that shall break this equality of progression. To do this requires an exchange of pieces, or what is more commonly styled *changing off*. There are a variety of ways of making an exchange. The most frequent is the single cut, or one for one, which *may* and *may not* alter the move. There are also compound cuts which *may* or *may not* change the move. Suppose a game has been

played until the pieces have reached the following position:—

Ex. 4. Square 5, 9, 14, round 23, 27, 32, square to move. Square has *not* the move because the systems contain an even number of men each. Square advances 14-18, and an exchange is made; namely, 23-14, 9-18, which alters the move. Now what has caused this? If you will notice carefully, you will find that two adverse pieces have been removed from one of the systems; namely, from cells 14 and 23, and the square piece in cell 9 has advanced two cells instead of one, thus *breaking* the ratio of progression.

Round now continues the play by 27-23, when a similar exchange is made of 18-27, 32-23. This time two adverse pieces have been removed from the *opposite* system, and round has advanced two cells rather than one, thus restoring the ratio of progression.

Suppose the following position arises: Ex. 5. Square kings on 14, 15. Round kings in 16 and 26 (similar situations of pieces often arise in play and should be noted). The round have no advantage save the "move," and it will be found that possession of this factor, at this stage of a game, is in a large majority of instances to be desired. 26-22 is moved. Square, thinking his opponent extremely careless, quickly replies by 14-18, knowing that he is certain to capture a piece at his (square's) next play. This going between two exposed pieces is styled "taking the breeches," and it was just the move that round anticipated. Round follows by 16-11, and wins by *retaining* the move. The exchange which now occurs does not alter the ratio of progression; for the pieces captured are from the *same* system, and each side advances two cells in turn.

All varieties of exchange have two distinct elements: first, the *captured* pieces; second, the *capturing* pieces. The first may aggregate an odd or even number. They may be in one or the other of the systems, or there may be an odd or even number in each.

Prior to the publication of Spayth's "game of draughts" (1864) players had been burdened with a series of formulas

applicable to these contingencies. In this volume appeared for the first time the concise and comprehensible rule illustrating the "changes of the move" by every possible exchange. Its author was the late Alonzo Brooks, Esq., of Buffalo, N.Y. It is as follows:—

Rule: "Add together *all* of the capturing pieces in both systems, and, if they are the same as the captured pieces in each system (that is, both odd or both even), the move is not changed; but, if they are reverse to each other (one odd and the other even), the move is changed." Ex. 6. Square 11, king 26, round 22, king 7, round to play. The move is with square; but round gains it by the exchange, because the capturing pieces aggregate an even number, while the captured pieces are odd in either system. Ex. 7. Square 15, king 26, round 22, king 10, round to move. The move is with square, as before; and it remains so because the captured pieces are in the same system, and are an even number, the same as the capturing pieces.

H. S. ROGERS.

New London, Conn.

AT HOME AND ABROAD.

COLORADO.

COLORADO SCHOOL FOR THE DEAF AND THE BLIND.—Our school is yet an infant in an infant State. Indeed, there is no separate State school for the education of the blind, the blind and the deaf being each a department of the same institution. Our own department was established in 1883. No graduates have as yet gone out from us. The enrolment for this session is about 41, in charge of three teachers. Mrs. Cynthia C. Wynn, who taught for several years in the Indiana school under the superintendency of the lamented Dr. W. H. Churchman, is teacher of the primary class; Miss Mary E. Churchman, also of the Indiana school and daughter of Dr. Churchman, has charge of the instrumental and vocal classes, and assists Mrs. Wynn with the primary pupils; the first class is taught by myself. Steps have been taken this year toward introducing type-writing, much to the profit and entertainment of the pupils. The girls are taught sewing and housework, the boys mattress-making. Broom-making is contemplated. Tuning is not yet taught. Efforts are being made to raise funds for the procurement of instruments for an orchestra.

F. H. M.

ENGLAND.

BATH.—The Institution for the Blind, and the Deaf and Dumb, at Nos. 8 and 9 Walcot Parade, has 29 pupils, 15 of whom are blind, and 14 deaf and dumb. In their report for the year 1890 the committee speak favorably of the condition and progress of the institution. It is to be regretted that no indication is given of the character of the education pursued, or even of the occupations followed, save what may be inferred from a notice that baskets are made to order and kept for sale at the institution.

Children are admitted from six years of age, at £12 per year. Boys above the age of ten years are not eligible, nor are they retained after they are twelve years old.

FRANCE.

PARIS.—*Le Soleil* of March 28, under the title "L'Aumône Intellectuelle," gives an interesting account of the rapid growth of the Braille library opened by M. de la Sizeranne at 14 Avenue de Villars, and the incalculable delight which it affords to a widely extended circle of readers. Only a little while ago this journal had made an appeal to charitable ladies willing to devote to the poor the work of their hands, asking them to *print for the blind*. The appeal met with a ready response. Volunteer writers called upon M. Sizeranne to procure Braille tablets and to learn to use them, and now the library has about 1,200 volumes. Its circulation is not only in Paris, but in Lyons, Marseilles, Toulouse, Lille, —wherever there are a sufficient number of educated blind persons to establish a depot. On the first day of each month a library box is sent from Paris to Lyons, where its contents are in circulation for one month. Then it is repacked and forwarded to Marseilles, where it has a similar circulation, and is sent to another city. When box No. 1 is sent from Lyons, it is replaced by box No. 2 from Paris, and so the work goes on. Sometimes these boxes are received and the books distributed at a private house, sometimes at an institution, but always without charge.

GERMANY.

THE *Blindenfreund* for April gives a brief account of the work which is being accomplished by the Rheinland Fürsorge Society. It has a membership of more than 13,000 persons in 231 districts. It has founded two establishments,—the workshop for the blind in Cologne, and the home for blind women at Ehrenfeld. The shop employs, upon an average, twenty workmen, who receive wages and provide their own homes. The home for women was opened Nov. 12, 1890, with ten inmates, who work at brush-making, chair-seating, mat-weaving, and other handicraft. Ten women who belong to the society copy books in point print for the blind.

MASSACHUSETTS.

THE PERKINS INSTITUTION, AT BOSTON, will hold its commencement exercises at Tremont Temple, June 2; and a graduating class of eleven members—young men and women—will then receive diplomas. The exercises will consist of selections for the organ,

the violin, the band, the orchestra, a duet composed by one of the graduates, and choruses, interspersed with school exercises, gymnastics, and military drill. Two of the deaf and blind pupils will take part in the school exercises,—Helen Keller in geography and Edith Thomas in zoölogy. The school closes three weeks later, and the pupils return to their homes June 24.

MICHIGAN.

SPRING, with all its verdant loveliness, is again with us, making more than one dull heart and head merry with its glad smile and singing birds. Among the many attractions Lansing affords is our school building with its spacious grounds, and not a few of our townspeople are here every day. We have no set days on which to invite visitors; but they are privileged to come just when they are disposed, save Sundays, when our doors are shut against all would-be-comers. Each visitor is expected to register his name at the reception-room; and some months not fewer than four hundred names are recorded, and sometimes a far greater number. While visitors are privileged to enter the building at all times, they only enter the class-rooms on one or two days of each week. After the literary work is finished at 2.30 P.M. daily, the senior and junior chorus classes follow, after which the orchestra assembles for a full hour's practice four days in each week, and the corresponding hour on Wednesday the class in harmony meets. In all the above-mentioned classes, visitors are frequently present to learn something of our methods of instruction. Our boys are much interested in their orchestral work, and have done themselves much credit since its organization three years ago.

A. C. B.

NEW YORK.

THE NEW YORK STATE INSTITUTION.—The time is close at hand for our pupils to leave; and of course many are anticipating it, especially the smaller ones. Our commencement exercises occur on Monday, June 15; and on the following Wednesday morning the scholars depart for their homes. We shall have three girl graduates this year; while several boys who have completed their trades will leave, hoping to start in business for themselves.

The Institution for the Blind in New York City gave a public

entertainment on the evening of May 14, exhibiting the work of the school in its various phases. In the study of music the New York point system is used, and the performances of the pupils received favorable comment from the press. The recitations in geography with the planisphere and dissected maps were very pleasing, and the quickness and accuracy of the work in mental arithmetic excited the astonishment of the audience.

OHIO.

THE OHIO INSTITUTION FOR THE BLIND, at Columbus, is one of the oldest of the American schools for the sightless. Its fifty-fourth report for the year ending Nov. 15, 1890, records an enrolment of 204 pupils. Its kindergarten class numbers 25 children. Reading and writing, both in point and line, are taught; and, in addition to the ordinary common-school branches, there are classes in English and American literature, algebra, geometry, physics, physiology, astronomy, and Latin. In music the pupils study the piano, pipe and cabinet organs, the violin, harmony, and voice culture, also tuning. Broom-making is the leading industry for boys, but attention is also given to cane-seating; and the girls are taught to knit and to sew.

The superintendent, Dr. H. P. Fricker, makes two suggestions: *first*, in order to aid in securing the attendance of all who need the opportunities afforded by this school, that the law should compel the school enumerators of the State to take the names and addresses of blind children and return them to the county auditors, who should forward them to the superintendent of the institution; and, *second*, that the State of Ohio, which has provided so generously by the establishment of a school at Columbus and a working home for the blind at Iberia, should now make provision for its "indigent and homeless blind,"—perhaps on the cottage plan, and at two or more places.

SCOTLAND.

GLASGOW ASYLUM FOR THE BLIND.—The objects of this institution are the following:—

"To give education and industrial training to the juvenile blind, and provide a home for poor and destitute blind children and aged blind women. To teach trades and provide employment for adult blind men and women. To supplement their earnings, and aid them in sickness and old age."

Eligible pupils of either sex are admitted, between the ages of five and sixteen, to the residential department, where they are boarded, receive religious instruction and elementary education, and are taught suitable trades, the girls learning various branches of female industry and household duties. Boys at the age of seventeen and girls at eighteen leave the residential department, except when special arrangements are made, subject to the approval of the managers. Accommodations are also provided for parlor boarders.

Blind persons above fourteen years of age, suitably recommended and capable of learning a trade, are admitted to the industrial department for such period and under such arrangements as may be fixed with the managers. They do not reside in the house, but must be regular in attendance and comply with the regulations of the asylum.

The recent Act of Parliament providing for elementary education of the blind children of Scotland has led to negotiations between the Scotch Education Department, the School Board of Glasgow, and the managers of this asylum, for providing a thoroughly practical education for the increased number of apprentices and pupils which will probably be sent to this establishment.

From the sixty-fourth report, for the year ending Nov. 30, 1890, we learn that 180 blind persons received the benefit of this institution during the year. The industrial department is the prominent feature, not only on account of the number of persons employed, but for the quality, variety, and amount of work executed as well. During the year, 151 blind persons have been steadily employed. Their wages, with some extra allowances (to those who cannot earn enough to support themselves and their dependants), have amounted to about £4,260. A few blind persons, too old to work in the shops, have been allowed to sell some of the manufactured goods, and have done fairly well. Every description of basket work is made to order, and chairs are reseatd in cane or willow. All sorts of brushes; a great variety of cord, twine, line, and rope; nets and hammocks; door mats and floor matting; mattresses of wool, hair, fibre, or straw, as well as woven wire mattresses; all kinds of wire cloth and articles which can be made of wire netting; sacks and bags of all descriptions; knitted and crocheted work,—these and a host of other articles of like character are manufactured by the employees of this establishment.

It is proposed to establish an endowment fund for the aged

blind,—those who, through failing health and advanced years, are unable to follow their vocations,—and the managers desire to raise the sum of £20,000 for this purpose.

SOUTH CAROLINA.

INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND.—The pupils of both departments of the school enjoyed a May day picnic at Glen Springs, about nine miles from the institution. The band took their instruments, and their music added to the pleasure of the day. After the coronation services, dinner was served in a grove,—such a dinner as will be long remembered! An old-fashioned and roomy hotel in the vicinity opened its parlors to them in the afternoon; and in music, dancing, and games, and in the swings under the beautiful trees in the yard, the children spent a happy time until 5.30 P.M., when they started on their return drive to the institution.

The commencement exercises of the school will take place June 24; and on the following day the pupils separate for the summer vacation.

SWEDEN.

A CORRESPONDENT writes that the number of blind in Sweden is about 4,000, and that a frequent cause of loss of sight is ophthalmia neonatorum,—the inflammation which occurs soon after birth, and which, with proper treatment, can usually be arrested in its early stages.

In Stockholm is the Royal Institution for the Blind, which accommodates 100 pupils from twelve years-old upward. Besides this there are two "Homes,"—one for working blind men and women, the other for very old women,—and there is also a society, "The Friends of the Blind," which gives assistance in any form needed, especially to prevent blindness. At Wexio is a preparatory school for 40 little children between seven and ten years of age. At Christinehamn there is a working school for 30 adults. This, as well as the preparatory school at Wexio and the Royal Institution at Stockholm, is supported by the State. At Upsala there is a private school for blind girls, supported by an eminent blind lady, Miss Anna Wikstrom, who devotes not her means alone, but her thought and care, to this benevolent work.

EDITORIAL NOTES.

SINCE the schools for the blind are closed during the months of July and August, and the vacation season brings many changes and uncertainty in the addresses of a large proportion of our subscribers, we propose to omit the August number of *The Mentor*. We are confident that our readers will cheerfully consent to this plan, since we are giving them, every month, a larger periodical than we contemplated when we fixed the price at one dollar per year,—one-half the cost of similar journals; but, if any subscriber is dissatisfied with this proposal, if he will notify us to that effect, we will set his subscription one month ahead, which will secure him against loss.

Increased in size from our original intent, *The Mentor* is proportionally increased in cost; and, although this is strictly limited to printing, postage, and stationery, our subscription list must be increased to meet even these expenses. If it were a financial enterprise, we might offer premiums to increase its circulation; but it has been undertaken solely for promoting the welfare of the blind, and we believe that those who are truly interested in the cause to which these pages are devoted will gladly further our efforts by subscribing and by encouraging others to do so. If each subscriber will send one new name, it will greatly assist our efforts. Some will be able to send more than one; and by so doing they will hasten the time when we can increase the size and value of the magazine.

* * *

THE *West Virginia Tablet* of May 2 contains the following friendly notice of our monthly by H. H. Johnson, whose appreciation of our work elicits our cordial thanks:—

The April number of this valuable periodical is on our table, and fully sustains its growing reputation. It is replete with useful information on various subjects most intimately connected with the solution of the great problem, "What shall the blind do for their living?" How much is West Virginia doing for this enterprise? So far as the writer knows,

there are but four subscribers from our beloved State, and these are at the Institution. If the other States of this great country of ours are doing no better, *The Mentor* must soon sink beneath the cold waves of an undeserved neglect. Can the parents of our blind pupils afford to suffer this to occur? I honestly believe that within fifty years no single enterprise has been undertaken fraught with such large possibilities of usefulness to this class of our people as *The Mentor*.

Its mission is to work the whole field of possibilities for us, to keep us in touch with one another, to encourage individual experiment and enterprise, and to promote everything which has for its object the bettering of the condition of the blind.

The May number of *Our Reporter* (Little Rock, Ark.) also commends our magazine for the wider circulation which it kindly says *The Mentor* deserves.

* * *

WE have received from Mr. J. T. Sibley, superintendent of the Missouri School for the Blind, a copy of an address delivered by him in the hall of the House of Representatives, at Jefferson City, Mo., February 26, and published under the title, "The Blind: Their Characteristics and Education." It is a bright and vigorous paper, to which a brief review will scarcely do justice.

* * *

Mlle. MULOT, directress of the School for the Blind at Angers, France, has recently invented a method of embossed writing, which was exhibited and discussed at a conference held March 17, at the Salle des Capucines, Paris. We are indebted to Mlle. Mulot for a description of her system contained in a pamphlet, "L'Education des Aveugles par l'Ecriture Vulgaire," by Dr. L. Legludic. In his preface Dr. Legludic says:—

Valentin Haüy, at the close of the last century, taught the blind to read; Louis Braille, sixty years ago, gave them the means of corresponding with the blind; Mlle. Mulot has solved the problem of correspondence between the blind and the seeing.

The invention consists of a tablet made of two metal plates, each of the size of a letter sheet, hinged together, the upper plate being perforated in lines of square cells, in which the letters are traced with a stylus. The lower plate is covered with a thin pad, on which is placed first a sheet of impression paper, and then the

sheet upon which the writing is to be done. The cells form an easy guide for regulating the size and shape of the letters as well as the line of writing; and they are provided with openings by which the letters can be extended to the right or the left, above or below the line. The result is the production of embossed writing which closely resembles our common print, or the "line letter," with this advantage,—that the color given by the impression paper makes it as legible to the eye as ink print.



WILLIE ELIZABETH ROBIN.

THE MENTOR

VOL. I.

JULY, 1891.

No. 7

WILLIE ELIZABETH ROBIN.

I HEAR the voices of children. They are pupils at the Kindergarten for the Blind, and a number of them have just returned from a ten days' vacation, and are telling their companions of their several visits. It would seem that those who had been away had had all the fun, until one small-sized girl, not at all intimidated by their glowing accounts, cried out: "*We* did not *want* to go home. We stayed here; and we went to the Unitarian church on Easter Sunday, and they gave us all a *beau-tiful* plant." And another voice, farther away, is chiming in the same triumphant key to a group of boys: "W—— and I went to Cambridge this vacation. We went over the Charles River, we visited Harvard College, and went into a large room and saw a bust of Mr. Agassiz; and we saw the house where Longfellow lived, and the elm where George Washington stood, with all his army beside him."

One of the little crowd does not speak. She does not even hear the clamor of voices around her, but she evidently shares the pleasure of their return; for she flits from one to another, greeting them with kisses, and her glad laughter is delightful to hear. This child of the light can neither see, hear, nor speak. Whence comes the joy that lights her face and shines in every motion? She sports about the house like a frolicsome kitten. She does not *walk*,—she *darts*, with no sign of fear in face or movement. We call her a

child of the sun,— Nature's child, full of her life and force and nerve.

This child, with her odd name, Willie Elizabeth Robin, was born in Throckmorton, Tex., July 12, 1884, and was a bright, healthy baby until, at eighteen months old, she had a severe illness, her life being despaired of for many weeks ; and when, at last, she recovered, the pitiable fact was realized that she was bereft of three senses. Strange to say, these limitations did not apparently interfere with the healthy physical growth that followed. The child thrived as never before. In the seclusion of her distant home on the broad prairie, living mostly in the out-of-door world, she grew, like the wild flowers about her, in abundant beauty and grace, as free and untrammelled by the forms of conventional life as the lambs gambolling over her father's ranch. Tall and willowy in form, lithe and strong of limb, fair-haired, with sun-browned skin and strength in every sinew and muscle, she is an example of Nature's good training, whose formula for health and physical beauty no gymnasium can copy or excel. Thus —

"Nature sometimes undertakes, for the reproof of human vanity, Art to outstrip in her peculiar walk."

Six years had passed away in her southern home, the child living unconscious of any limitations, the parents grief-stricken because of them. One day, never to be forgotten by them, a friend came to the house, bringing a copy of the *Wide Awake* containing the marvellous story of Helen Keller. From the moment of reading this account, it became a burning question how to secure the same advantages for their child. It was wonderful news. Their wildest imaginings had never embraced the possibility that their "Willie ever could have an education." But now, they said, if this has been done for one, it must be done for our child, and we will make any sacrifice for this object.

We wonder what thought was uppermost in the mind of this little child on that morning of December, 1890, when, with her mother, she left her home in sunny Texas to come to Boston. Grief, we know, was there ; for she cried bitterly

when she left her father's arms and was placed on board the train that was to carry her — she knew not *where* or *why*.

Hitherto her only language had been a few signs. Upon her arrival at the kindergarten a special teacher awaited her; and, after a few days in which she was becoming familiar with her surroundings, the actual work of instruction began, — the teacher full of hope and enthusiasm, the pupil full of play, for there is nothing mature or over-developed in this child. She loves play above all things, and usually, the more boisterous, the better. But she also enjoys her doll; and a set of raised alphabet and picture-blocks will keep her quietly amused many an hour.

The first words taught Willie were *hat*, *fan*, and *ring*; and upon these words the changes were rung until she began to recognize the objects for which they stood. Her first day in the school-room is thus described by Miss Thayer in her journal: —

"December 31, 1890. Willie had her first lesson to-day. She sat quietly by my side in a little chair. I had a tiny red *fan* which I gave her. After she had felt of it and discovered its use, I spelled the word in her hand. I gave her several different fans, spelling the word each time. Changing, I first spelled the word and then handed her the object. I took up the word *hat* in much the same way. . . . Willie soon became mischievous, and hid her hands in her apron. At eleven o'clock we went up to the gymnasium with the little kindergarten children. She did not appreciate the exercises in the least, and gave me much trouble. . . . At three o'clock she went into Miss Johnson's classroom for the kindergarten occupation, and had her first lesson in weaving. She wove a mat of splints with my help. Then she strung balls and cubes alternating, . . . and liked it so much she was loath to give it up when the bell rang for the lesson to close."

Six days later we read: —

"This morning I had a grab-bag filled with different kinds of rings, fans, and hats. I asked her first for a hat, and she put in her hand and found it; then a ring: she

brought this out, too. Sometimes she hesitated when I asked,—I think because she was tired rather than because she did not know. I made these different words in one hand, and she reproduced them with the other. This afternoon she cut strips of paper for me, joined them together in rings, and made a chain. Then with more paper she made some hats and fans. In the school-room she pasted colored squares on a card printed in squares, and did it very well for the first time."

She is very fond of taking pieces of paper, and, sitting down, she will prick for hours with a pin. Then she will make the holes large enough to run a string through, and will thread it in and out as if she were sewing; and again she will tear the paper into small pieces and thread them with a string like beads.

"January 14. Willie made in clay very good models of a *hat*, *fan*, and a *ring*, spelling their names with her fingers correctly. She also made a clay loaf of bread, from which she cut a slice with her clay knife."

Less than six months ago the beginning was made. Willie now understands more than 200 words, which may be classified thus: 171 nouns, 12 verbs, 30 or more qualifying words. She does not yet construct sentences: she repeats them in the form they have been given to her; yet she understands any new arrangement of the words she has learned. We say to her, "Go and find Willie's hat!" "Go to dinner!" "Take this to Miss J.!" and she does accordingly. She voluntarily asks, "What is this?" "Who is it?" "Excuse me," is her favorite expression, and she uses it appropriately and inappropriately. In gymnastics she now excels the majority of her schoolmates; and it is a pretty sight to watch her graceful movements, keeping time and step with her companions in the various exercises.

Within the last month she has shown a marked advance in earnestness and a desire for information. It is still too early to speak with certainty of distinctive characteristic traits; but there are noticeable a patience and exactness in all her work, a love of order and careful arrangement, and in her personal habits she is always neat and dainty.

She also manifests a growing inclination toward articulate speech. She can say *mamma* distinctly, and has several times given, successfully, words containing the difficult sounds of *th* and *k*.

The lessons thus begun are going on day after day. The little life advances, and the beauty of it all is beginning to fill the child's own heart. The fingers are not yet able to do their work unassisted: they sometimes halt and hesitate and make mistakes; but there is no lack of intelligence, and the bright face is a study of expression through every phase of this novel experience.

ISABEL GREELEY.

Jamaica Plain, Mass.

CONVENTION IN THE INTEREST OF THE BLIND,

HELD AT NORWOOD, NEAR LONDON.

[From the "*Blindenfreund*."]]

BY J. MOLDENHAWER.

II.

ON the last day of the conference, under the presidency of the Right Hon. A. J. Mundella, M.P., Dr. Armitage, as speaker of the sub-committee on "Assistance to and Supervision of the Blind after leaving School," presented a report, in which the system of aid in Saxony was recommended to be introduced into England; and it was especially made manifest how important it was that institutions should keep a register of those who had left. The chairman (Mr. Mundella) said that the experience of a small country like Saxony, which had done more for the blind than any other land, showed how important it was that the territory which surrounds an institution as a central point be not too great for division of the larger sections into districts.

Mr. Buckle, director of the Institution for the Blind at York, said that, if Mr. Mundella, like Mr. Buckle, had had an opportunity of visiting another little land,—namely, Den-

mark,— and of making himself acquainted with the care of the blind there, not Saxony alone, but Denmark also, would have taught him that they interest themselves in those who have left in no less degree than in the kingdom of Saxony, concerning which, he concluded, “Mr. Moldenhawer, who is present, will, we hope, present something more to the conference.”

Whereupon the writer gave a short description of the care in Denmark of those who had left. He stated that, before the erection of the new Royal Institution for the Blind in Copenhagen (in 1858), while on a visit to other institutions for the blind on this continent, he had his attention especially called to the care of the blind ; and he had made himself acquainted with the erection of the immense workshop in Scotland, as well as with the great efficiency in Saxony of the fund for those who had left, and likewise later with the power of the English Association for Promoting the General Welfare of the Blind ; that he had reached the conclusion that the aiding of individuals to an independent position should rank foremost in different parts of the country ; that it is, however, of great benefit in the principal centres and in the larger cities to erect joint workshops for the blind.

They have striven for such a combination of both systems since the erection of the new institution in Denmark. While, for instance, they support very many individually, they never grant fixed aid ; and very recently they have erected in Copenhagen joint workshops, with which a store for the sale of the work of the blind is connected. It is also noteworthy that while on the continent the respective “funds for those who have left,” in the different institutions, are only designed to support former pupils of the school, in Denmark all blind are treated alike in this respect, without regard to whether they have been educated in the institution or not, provided they are capable and willing to work. Former pupils of the Institution for the Blind in Denmark are employed in the education of those made blind later in life, and the results obtained are satisfactory.

The conference was unanimous in the opinion that it was

the duty of every institution for the blind to assist those who had left, and to keep a register for this purpose; and that it was injudicious to grant stated pensions. The president, Mr. Mundella, declared that he should continue to urge that Parliament, by a future allowance of state contributions for institutions for the blind, would make them independent, consequently the maintenance of those who had left could be provided for on the part of the respective institutions.

Combined with the conference was a display of appliances for instruction, together with the work of the blind; and an opportunity was afforded to the participants of studying the "college" for the blind in all its details and the mode of instruction therein. The institution, which is provided with considerable means, is exceptional in its whole design and in the aims which it pursues. Properly speaking, it is more American than English; and not alone the energetic, blind director, Dr. Campbell, and his unusually thoughtful and capable wife, who is also a teacher of the blind, but the other teachers — both ladies and gentlemen — who have charge of the school instruction proper, are Americans. Besides these there are several English and two excellent Danish pianists employed. The principal purpose of the institution is the education of musicians and pianists; and consequently, since it is effective partly as a musical conservatory for the blind, it receives many talented blind music scholars, who have received their first instruction in other institutions. Artisans are not taught there at all. A preparatory school for children of six years or thereabout has been recently connected with the music school, so that in this wise talented music scholars can be instructed in the institution at an early age; and those who are not musical, or who are especially unfitted for the instruction there, are to be removed later into other institutions for the blind. For those scholars who wish to study without giving up music an opportunity is granted, as they have recently organized a class in Latin. For the general technical training of the hands they have erected for the little ones a kindergarten, where Froebel's

exercises, among them modelling, for instance, and carpentry after the method of the Swedish sloyd, can be pursued as well by the girls as by the boys.

Physical training under the direction of Dr. Campbell's son, with the aid of a second teacher and an instructor in gymnastics, is conducted with great zeal. And there are various sports, as rowing (upon a canal surrounding a small island, with a seeing steersman at the helm), roller-skating (upon two asphalt pavements constructed purposely, one for boys and one for girls), cycling (by several upon cycles in common, with a seeing conductor), swimming (in a tank containing tepid water,—a gift from Dr. Armitage), bowling (on a practical alley constructed by Dr. Campbell), etc. For gymnastics, they have a large hall, which during the past year was provided with excellent American apparatus,—a selection made by Dr. Campbell while on a visit to America, from the apparatus of Dr. Sargent at Harvard, in the United States,—each being adapted to the development of different parts of the body. The institution occupies a section of eleven acres, and already comprises seven buildings. Dr. Armitage, the founder of the institution and the friend of the blind, respected everywhere, established from his own means the department of gymnastics; and he likewise presented a large organ to the institution, and, moreover, he constantly sets an example of sacrifice to the benefactors of the institution.

A distribution of prizes took place in the Crystal Palace on the afternoon of the last day, and there the Duchess of Westminster presented to the boys and girls their rewards. Previous to that a concert took place, at which appeared blind solo singers and pianists, ladies and gentlemen, in addition to the excellent choir of the institution; and after the distribution of premiums an exhibition in gymnastics was given, which was distinguished by great precision, but was carried a little farther than, in my opinion, was adapted to the blind.

During my sojourn in London I visited the different institutions for the blind, as the School for the Indigent

Blind, and the workshops for adults connected with it, the working home erected by the Association for promoting the General Welfare of the Blind, and the school for teaching the blind to read and for training them in industrial occupations. In these, as in other English institutions for the blind, skill in trades is the practical aim which is striven for. Musical cultivation, as a rule, takes second place, although some institutions, like that at York, have fine results to show in this respect. According to the general opinion, trades and music in the institutions for the blind must for the present proceed hand in hand, while the institution at Norwood combines with its other purposes that of an institution for the more advanced cultivation of music.

REMINISCENCES OF THE ORIGIN OF THE KENTUCKY INSTITUTION FOR THE BLIND.

FIFTY years ago there were only five schools for the blind in the United States. Those of Ohio and Virginia were in their early infancy, and none had completed a single decade. Dr. Howe had taken a deep interest, and had rendered important assistance in organizing the two infant institutions; and that in Ohio was in charge of his former pupil, Mr. A. W. Penniman. The Perkins School, both teachers and pupils, partook of the interest of their noble director. Some of us were seized with a desire to become missionaries to the blind. My elder brother, B. M. Patten, upon graduating from Bowdoin College, had removed to Kentucky, where he was president and proprietor of the Louisville Collegiate Institute, a select school for boys. I corresponded with him in regard to the establishment of a school for the blind in that State. He had, through me, become somewhat familiar with the methods of teaching the blind, and at once entered with zeal into my plans. He talked the matter up with influential citizens of Louisville, hunted up and enthused some half-dozen blind children who became anxious to be in-

structed, and, when I was ready to leave my Alma Mater, offered me the position of assistant teacher in his school. This last was a very important point, for I was without money, having spent my little patrimony in getting my education; and, as my prospective pupils were all poor, I could expect no financial aid from that source.

When I talked over my plans with Dr. Howe, whom I loved as a father,—my own father had been long dead,—he said, "It is an easy matter to get up a storm,—almost anybody can do it,—but it takes a skilled hand to manage a storm. Do you think that you can do it?" I replied, "I can try."

On the 19th of September, 1840, I left Boston for what was then the Far West. The excitement of planning and making preparations, together with the congratulations of my inexperienced school-mates, had until now kept me in high spirits; but, when I had cut loose from all that was dear to me and started out into an untried world, there was a reaction, and, as I sat by myself on the Boston & Providence train, a feeling of unutterable loneliness came over me. A journey of one thousand miles, at that day, was no small undertaking for a boy of nineteen, and he partly blind. A kind-hearted Boston merchant, Deacon Proctor of the Park Street Church, seeing that I was alone, took the vacant seat by my side and entered into conversation with me. His kind and winning manner soon won my confidence, and I told him my destination and the object of my journey. We sometimes forget, in seeking our own pleasure or comfort, how much good a little kind attention to others may do. Solomon says, "Words fitly spoken are like apples of gold in pictures of silver." Deacon Proctor's words were golden, and restored my drooping spirits. He was going only to New York; but he introduced me to a Mr. Webster, with whom I travelled to Philadelphia. There I stopped at the blind institution, Dr. Howe having given me a letter of introduction to Mr. Tower, the principal. Miss Swift (now Mrs. Lamson) had also given me a letter to her father, who lived in Philadelphia. Both gentlemen showed me great

kindness. At the institution I found my former teacher, Mr. Trencher, who had left the Perkins School some years before and engaged in business at Alton, Ill. He was on his way home, and, being totally blind, had a boy to lead him. He proposed that I should remain a day longer than I had intended, that we might travel together to Louisville, as he was going that way. I gladly accepted the invitation. The journey from Philadelphia to Pittsburg, in those days, was made by canal. When we went to engage our passage, we were informed that the fare on the packet was \$15, on the line-boat \$7.50. I asked the difference between the two. The agent replied that the packet would make the trip in three days, while it would take the other five days; that on the packet we would have to pay \$1.25 per day for board, while on the line-boat we could board with the captain for 50 cents per day, or, if we chose, we could board ourselves. Concluding that a saving of eight or nine dollars was pretty well for two days, we took the line-boat, which we found to be a long, narrow craft, with a small cabin in the stern for passengers and a similar apartment in the bow for the captain and his crew. The space between the two below decks was filled with freight, the transportation of which, we learned by observation, was the legitimate business of a line-boat. We made arrangements with the captain for board, which consisted of two very simple meals per day, and an improvised bed on the top of goods-boxes in the freight-room at night. During the day we sat or walked on deck or walked on shore. The last we found we could do without danger of being left behind; and, by quickening our pace, we could gain time to call at a farm-house and partake of a generous lunch, which our rough fare on board the boat made desirable.

Instead of five days we were a week in reaching Pittsburg. Here we took the new steamer "Montezuma" for Louisville, and, owing to low water, were eight days reaching there. We arrived on the 12th of October, 1840. There I parted with Mr. Trencher, and have never met him since. He was the first literary teacher in the Perkins School, then

called the New England Institution for the Education of the Blind. The second day after my arrival in Louisville I entered upon my duties as assistant teacher in my brother's school, which consisted of forty boys from some of the best families in the city. A number of those boys have since distinguished themselves as governors and high officials. I had taught classes of blind boys for two years or more ; but, as this was my first experience in teaching seeing persons, I entered upon my work with some diffidence. My brother assigned me the classes that I could best manage in a separate room ; and, as the boys were bright and well disposed, I had no difficulty, except occasionally, when left in charge of the whole school in my brother's absence, when, if there was no disorder, it was mainly due to the good will of the boys. We held only one session per day, so I had the afternoon to attend to my blind class, who came to my room.

I had brought books and apparatus with me from Boston, and was prepared to start and conduct the several departments of a young institution. It was my plan to train this class one year, and then give an exhibition before the legislature and ask an appropriation to establish an institution ; but the storm that Dr. Howe had predicted rose sooner than I had expected. So great was the interest awakened among the friends of the enterprise that I was urged not to wait for my class, but go to Frankfort myself, explain the methods of teaching the blind, tell what had been done in other States, and ask an appropriation. This course was especially recommended, as one of the warmest friends of the movement, Judge W. F. Bullock, was a member of the legislature and Speaker of the House. I consented, and about three months after my arrival in Louisville gave, before the two Houses of the General Assembly, the first exhibition of the blind ever witnessed in Kentucky. A bill drawn up by Judge Bullock, appropriating \$10,000, was introduced, and passed the House without a dissenting voice. So confident were its friends that it would be equally successful in the Senate that they relaxed their exertions for the time, and in the press of business near the

close of the session it was crowded out. As it was not thought necessary for me to remain in Frankfort on expense, I had left immediately on the passage of the bill in the House, being assured that it would be well attended to. Here was probably my mistake. I did not then know as much about legislative bodies as I have learned since. I was disappointed at the result, but not discouraged. I wrote to my old preceptor and friend, Dr. Howe, and he consoled me by writing that he should be in the South with some of his pupils the next winter, and, if desired, he would come over and help us. The proffered aid was gladly accepted, and the following winter Dr. Howe came. The bill, which had started so auspiciously the year before, this time went through both Houses; and on the 5th of February, 1842, the Kentucky Institution for the Blind was chartered with an appropriation of \$10,000, conditioned that the people of Louisville should start the school, which was done. A house was rented on Sixth Street, between Walnut and Chestnut Streets, which a committee of ladies furnished. The citizens raised \$1,200 for the equipment and support of the institution, which was opened early in the following May. I was at that time less than twenty-one years of age. By mutual agreement between my brother and myself, he was made director and I teacher, he making no charge for his services while he retained his private school. My class, which had been suspended, came in among the first pupils admitted. The only boy in that class has for many years been a successful music-teacher in this city. He often tells that I gave him his first lessons in music.

Before the expiration of one year the house on Sixth Street became too narrow; and the Prather house, standing in the block bounded by Third and Fourth and Green and Walnut Streets,—then an orchard,—was rented, together with the Collegiate Institute building which belonged to the same property, my brother now disbanding that school to devote his whole time to the blind. Had I known at the outset all the obstacles that lay in my way, all the difficulties that had to be overcome, I might have hesitated longer be-

fore starting; but, could I live my life over again with the benefit of my past experience, I don't know that I would do very differently, except that I would spend a few more years in preparation for the work, and would place a firmer reliance upon an overruling Divine Providence who watches the sparrow's fall and knows the number of hairs of our heads.

OTIS PATTEN.

Little Rock, Ark.

A POINT NEGLECTED.

AMERICA for Americans and for their methods is a sentiment no less wise than patriotic. We are for Americans and their best ideas first, and then for the very best people and the highest fruits of the civilization of all nations that we can attract to our shores.

We have scanned the columns of *The Mentor* in vain for any adequate expression of America's decided preference for the New York points over all devices for tangible reading. It is not to be doubted that these columns have been open all the while for any fair statement of facts or views on the subject. The failure has not been due to the indifference of the management of the magazine; for the fullest expression on this subject has been invited. It cannot be attributed to the want of faith in the merits of the system by its advocates; for they live their faith rather than talk or write it. We suspect, however, that the fault lies very near these very advocates. That there is some fault here, we confess; for the practical value of the system imposes a kind of moral obligation on all who are acquainted with its merits to disseminate the truth concerning it among the educators of the blind.

The Braille is the only system that comes into comparison with the New York points in this country, the line having been abandoned so generally as to make it certain that its use will soon be discontinued by the American Printing House for the Blind. Now admitting, for the sake of argu-

ment only, that the Braille is the equal or even the superior of the New York points, we believe that it is the duty of the best friends of the blind, superintendents, teachers, and publishers, to unite on this New York system. Within our limited knowledge there are but three institutions in the country that use the Braille wholly or principally, and but very few others that use it to any extent. On the other hand, practically all the rest use the points wholly or in great part. This great majority has been created by no pressure of argument or illustration, but by the simple truth about the matter, as shown by its use. It must be confessed that the gravitation toward this system has been phenomenally rapid. Is it not altogether natural that in democratic America the preference of so large a majority should determine the direction of such a tendency? The national subsidy is now expended in the production of books in the points alone, with the exception of those printed in the obsolescent line, which will doubtless soon cease to distract attention and disperse the energy of production.

All concede the importance of uniformity; but it is not easy to relinquish a preference. If the presses in the United States were agreed upon a single character, how vastly the work of the schools would be facilitated! So large a majority cannot be expected to abandon its preferences, supported as they are by the transcendent merit of the New York points. Is there no hope that the minority will come to see the real advantage of uniting with us? If the mountain cannot come to Mahomet, will not Mahomet come to the mountain?

In the columns of our institution paper we have tried to set forth the grounds of our decided preference for this system, and I will not further trespass on the patience of the readers of *The Mentor* by repeating them here. The *Tablet* is intended to reach all the schools for the blind in the country; and those who may wish to know what our school thinks on this subject will find it written out in full in that part of the paper accredited to our department, the editorial work on which has been assigned to me.

With the largest charity for those of the opposite opinion on this question of systems, I cannot forbear the expression of some surprise that the opposition should so generally ignore the New York points.

H. H. JOHNSON.

West Virginia School D. and B., Romney.

SIGNS OF PROGRESS.

IN the *Edinburgh Review* for January was an article "On the Care and Education of the Blind," which has aroused two indignant protests, appearing in different English magazines. The author of the offending article, in referring to embossed literature, describes Braille as "an unknown sea, a mysterious arrangement of dots," and "a complicated system," and complains that there are but few books within the reach of even the wealthiest blind, and "these few chiefly of the driest possible flavor." To this F. Nevill, in an article entitled "Literature for the Blind," published in the *National Review*, replies that "the Braille type is excellent, and it is quite easy for any one of average brain to grasp the system"; that by its help he has mastered sufficient Latin to enjoy reading Virgil; and that, although there is far less tangible literature than is desirable, yet it greatly exceeds, both in amount and character, the writer's representation. Substantially the same points are answered by Lorance W. Carter in the May number of *Macmillan's*, under the caption "Types for the Blind." Mr. Carter combats the theory of the writer in the *Edinburgh Review* that the blind should use an embossed alphabet substantially like that in general use — by summarizing the history of embossed systems; and, as a blind man speaking for the blind, he asserts the superiority of the Braille.

In America there also appeared in the month of January, in connection with the Annual Report of the New York Institution for the Blind, an article which assailed the Braille

system, and which has likewise called forth two rejoinders. This article, "Origin and Development of Embossed Literature and Music for Touch-reading with Special Reference to the Educational Interests of the Blind in the United States," by William B. Wait, is directed against the original Braille system and the American modification introduced by J. W. Smith in 1878, and since used in the institution at Boston. Mr. Wait reviews the history of embossed systems at somewhat greater length than Mr. Carter, describes his own study of the subject, which resulted in bringing out the New York point system, with its accompanying musical code, and compares several features of these literary and musical codes with corresponding features of the Braille system, showing the superiority of the New York point. He advocates this in preference to any form of the Roman letter, to which, indeed, he is strongly opposed. From the tenor of his article we see that he suspects the British and Foreign Blind Association (which disseminates Braille), the institution at Boston (which uses a modified form of Braille), and Dr. Campbell of London (who at one of the American conventions recommended an "international system") of having combined for the purpose of defeating the New York point. In this we think he is mistaken, for the British and Foreign Blind Association seems not at all affiliated with the institution at Boston, whose modification of Braille it strenuously opposes; while Boston appears to have been following an independent course so unobtrusively that its "modified Braille" was little known, even among the American teachers, until brought to their notice by the article in question.

The first rejoinder, "A Reviewer reviewed and Some Errors of Statement concerning Embossed Systems corrected," by M. W. Sawyer, published in Boston, is for the most part, as its title implies, a correction of mistakes and misstatements which seem to have appeared in the New York article. A few pages are devoted to the memory of Dr. John D. Russ, the first superintendent of the New York Institution, who is said to have been the inventor of the New York point alphabet; and a reprint of a paper by

J. W. Smith, giving a most minute comparison of the Braille and New York systems and the original draft of the "modified Braille," is added as an appendix. The pamphlet closes with a strong plea for "justice" and "honest investigation"; and, if its showing is as reliable as it should be (when it so rigidly exacts correctness in others), it will tend to make all clear-minded persons somewhat cautious in accepting unverified statements about point writing.

Close upon its heels followed another pamphlet, "The Wait and the Braille Musical Notations reviewed and compared," by T. Reeves and Elmer S. Hosmer, also published in Boston. In this we see, for the first time, these notations side by side; and, from the showing there given, the Braille appears—in space, in ease of writing, and fulness of signs for musical needs—quite in advance of the New York notation in most of the comparisons.

Some of the American schools, especially those for the deaf and the blind, publish a weekly or monthly sheet. One of these journals, the *Messenger*, commenting upon the Boston pamphlets, says: "They strike us as making a strong case for the Braille. We should like to see further papers on both sides, as it seems to us to be a subject that needs most thorough and careful investigation. The interests of the blind demand that we have the best, and it goes without saying that one *best* system is better than two good ones." Another, the *West Virginia Tablet*, takes up the subject with a cry for peace. Touching the "Reviewer Reviewed," it says that nearly every proposition in Mr. Wait's paper is gainsaid; "but, after it is all done, and in some instances, no doubt, very justly done, it all amounts to absolutely nothing. . . . The question has passed beyond the stage of discussion, and few persons now really care anything about the real merits of either system. . . . A controversy of this kind had better be decided wrong than not to be finally decided, and then left out of conventions and forever considered a matter of course."

It is more than probable that the question so vigorously opened will not be easily silenced, and the outcome of this

controversy it is impossible to predict. In Great Britain the rapid strides made by Braille in the last decade, the value of its aid to blind children who are thereby enabled to study in schools for the sighted and keep pace with their school-mates, as testified by the London School Board, and the trend of opinion regarding the Roman letter make it improbable that by any modification it can now supersede the Braille system. In America the Roman, or "line," letter has many strong friends. It has its opponents, also; but the two large printing-houses at Louisville, Ky., and Boston, Mass., have sent out so many valuable and entertaining books that, if their presses were now stopped forever, this literature would have a hold on the affections of blind readers until the last worn page ceased to be legible. But advanced thought demands a *written* system, and the active contest will be between the dot systems of New York and Braille. Until the revival of the subject within the present year, few disinterested observers would have doubted that the New York point was steadily gaining an ascendancy in the United States which indicated permanence. Although this apparent certainty is somewhat shaken by the present agitation, the New York pamphlet has done an excellent work in stimulating inquiry, and progressive minds of all parties will rejoice in the impetus thus given to a more general study of the subject under discussion. The author of the criticism in the *West Virginia Tablet* may be better informed in regard to the tone of feeling in the United States; but we hope he is mistaken in thinking that "the feelings and prejudices of men and women and institutions have become involved, and it will now be of no use for arguments to be pressed on either side." If that be acrimony which we had attributed to intense earnestness, it were surely better for all parties that it be ignored. The facts remain, whatever be the spirit in which they are quoted; and, if by this controversy important points are definitely established, the study of tangible systems will be much advanced thereby. The *Messenger* rightly says that it is "a subject that needs most thorough and careful investiga-

tion. The interests of the blind demand that we have the best"; and this awakening of thought and sifting of systems may result in the evolution of a better system than any now in use. Let us, then, "prove all things, hold fast that which is good."

E. E. K.

THE CLOSED GENTIAN.

O SAD and mystic flower with clustered purple crown !

The waters meet
To kiss thy feet,
The sheltering sky sends blessings down.
The meadows fair
And lambent air
Abound with varied light and form.
What power malign
Or wrath divine
Debars thee from their influence warm ?

Alas ! how blind a little vision makes the mind of man !

What secret deeps
My chalice keeps
Is not for you to lightly scan.
You see so clear
What things are near,
You think all ends where endeth sight,
But loving Heaven
To me has given
To find in darkness more than light.

Is your horizon infinite, or ending with earth's sod ?

No mark or line
Abridges mine :
'Tis boundless, like my thought of God.
And it may be
What comes to me
Will be to better uses turned,
Because, in sooth,
The highest truth
By earth-freed vision is discerned.

Is beauty of the eye alone, or harmony of sense ?

The outer eye

Does not descry

The fulness of Omnipotence.

With songs more sweet

The zephyrs greet

The ears of one who cannot see ;

And Virtue's face,

Though lacking grace,

Is beauty absolute to me.

I. J. P.

OUR LITTLE FOLKS.

TO THOSE interested in the training of the children in our schools I submit the following article concerning the little folks of Iowa :—

During the past year there have been in the school at Vinton sixty pupils under fifteen years of age, and more than half of these are between six and twelve. We understand the reluctance with which most people send their young children to a distant school ; but the greater benefit to be derived from beginning the child's education as early as possible should outweigh all other considerations, and parents who visit the institution at Vinton go away well satisfied that their little ones are in good hands. So far as possible, everything is done to supply home care and training. In the girls' wing, a pleasant suite of rooms on the first floor is devoted to the little girls' nursery. A nurse is in attendance, who is responsible for their dress, general behavior, and physical comfort, and under whose guidance they are taught to be helpful and self-dependent, and to form habits of neatness and order. On the second floor a similar suite of rooms is occupied by girls from twelve to fifteen, and is known as the B nursery. These girls require less care than those in the lower nursery, and are the special charge of the matron. There are also two nurseries in the boys'

wing, each well filled, and each presided over by a lady attendant.

The laws of health are strictly observed, and medical aid is at hand. It is worthy of mention that, although most of the diseases common to children have invaded this domain, none have ever proved epidemic or fatal.

Gymnastics are taught in the large concert hall, an area in the centre being cleared of seats for this and similar purposes. Here, also, on Saturday afternoons in winter, the little ones from both sides of the house assemble, under the charge of a teacher, and pass the afternoon in fun and frolic. But outdoor sports are largely encouraged; and, when the weather permits, the children pass the hours of recreation in the spacious grounds, engaged in various pastimes. Recently the juvenile world was thrown into an ecstasy of wonder and delight by the appearance in their midst of Professor McCune with a bicycle and tricycle, and some of the little folks promise to become expert cyclists.

While much is done to make our children healthful and happy, the work in the school-room goes on with no less diligence. The literary department is divided into twelve grades, corresponding to our graded schools. The aim is to give a common school education, and no attempt is made to introduce a college course. The children of whom I am writing may be found generally in the six lower grades. Up to this point two grades occupy one room, and recite to the same teacher, as in public schools, with this difference: that only one grade is in the room at a time, the two classes alternating in their hours of recitation. Miss Keith, the teacher of the first room, employs many of the modern kindergarten methods. Her bright, energetic manner is quickly imparted to the children, and her school-room is a model of cheerfulness and activity. The geography of Iowa forms a special feature of the second grade work, and some of the little ones are much more conversant with the geography of their own State than many an older citizen. Reading in line letter is commenced in this room. Reading, orthography, language, arithmetic, and geography are continued

through the next four grades. In the second room, under Miss Alden, the reading and writing of New York point are added to the list of studies.

In the mean time manual training is not neglected. One hour in the afternoon about forty children (both boys and girls) may be found in a large, airy room, where, under the direction of Miss Mattice, the little awkward fingers are taught to use materials and become both supple and skilful. Bead-work is the chief employment taught the smaller ones. One plan of the teacher in this department is to give workers the profit on their work when sold, and the pride with which a seven-year-old receives the profit on his (or her) first basket can only be appreciated by those who remember the days of their first earnings.

The children enter the musical department as soon as it is deemed practicable. In general, their teachers are older students who act as tutors in this department, teaching one hour per day under the direction of the musical superintendent.

There is one more feature in the life of the children here which I must not omit; and that is the Sabbath-school on Sunday afternoon, under the able superintendency of Miss Mattice. The school is divided into seven classes, taught mostly by older students. The order with which the children pass to and from their classes and go through the general exercises is far superior to that found in most of our church schools. Miss Mattice and her assistants deserve much credit, as the work is wholly voluntary.

We trust that a rich harvest may spring from the seed thus sown.

ADELIA HOYT.

Vinton, Iowa.

SIGHT AND SIGHTLESS DRAUGHTS-PLAYING.

VI.

THE "MENTOR" MOVING.

FOR the first time in the history of the draughts-board a school-ship of tactionists set sail for search and survey upon an ocean of intricacies of such proportions that a complete and accurate chart of it could not be produced for a decade of centuries, even though its constantly increasing representatives should pledge their united efforts for its perfection. Occasionally, a sightless sojourner has been attracted to its surface, but only to paddle about in the foggy mists, unguided, save by some sympathizing boatman who chanced to be passing by.

But we are at the dawn of better days; and we gladly abandon the crude outfits of former years, that we may man *The Mentor*, a craft modelled to meet our needs and rigged to conserve our interests, a crew of co-operatives all eager to excel in systematic seamanship.

While the conductor of this department will do his best to interest and inform his readers, he desires to introduce a new feature, which he is confident will greatly augment its utility; namely, the assistance of all by way of contributions of original positions, problems, games, brief biographies of sightless players, together with local items of a general interest. We trust a prompt response will follow this request, and every one may be assured of a cordial greeting.

It will be remembered that in our first number we promised to give the locations of some of the more frequent dangers that are met with in navigating the board; and we will take our first outing among the positions and problems many of which have quite a bit of history associated with their discovery.

We shall not forget to pass out through the main ship channel, known to players as the "single corner." This we call the main passage, because it is much used, having been more extensively surveyed than any of the others. It is chosen more in these days by amateurs and non-book players than by proficients. There are full a half-hundred others, but those denominated the "standard openings" we will group in verse:—

Single corner, Bristol, Cross, Old Fourteenth, some think the boss;
Ayrshire lassie, Whilter, Dyke, Laird and Lady, many like.
Double corners don't forget, Souter, Switcher,—Wyllie's pet,—
Fife, Defiance, Wispy-Will, Edinburgh, and Maid o' the Mill;
Alma, Centre, Choice, Kelso, Denny, Dundee, and Glasgow,
Both the Doctors, black and white, with Paisley, make the list all right.

A critical position is one in which the pieces composing it are so situated as to necessitate a particular line of play for one of the sides to effect a specific result. A problem is more restricted than a position in that there is only one possible first move to win or draw, as the terms may indicate.

Position, example 8.—Square 24 king, 29, round 32 king, 22, round to move and win.

Solution, 1st method: 22-26, 29-25, 26-31, 24-28, 31-26, 25-29, 26-22, round wins. •

2d method: 22-18, 29-25, 18-15, 25-22, 15-19, 24-28, 19-23, 22-17, 23-18, 17-13, 18-14, round wins.

Problem, example 9.—Square 9, 18, round 21, king 11, round to move and win.

First and only method: 11-15, 18-23, 15-18, 23-27, 21-17, 9-13, 18-23, 13-22, 23-32, 22-25, 32-27, 25-29, 27-23, 29-25, 23-26, round wins.

ON BOARD FLAGSHIP "MENTOR," DRAUGHT DEPT.,
July 1, 1891.

Second General Orders.

No. 1.—Officers will instruct their respective crews, when in position and problem practice, to have their boards so placed that the stanchioned files shall be to the port of the plain ones when the square pieces are nearest them, and *vice versa* when the round pieces are nearest.

No. 2.— Problems and positions for publication must be accompanied with their solutions, together with the contributor's full address.

No. 3.— Problems and positions must be of such a character as to conform to the preceding illustrations.

No. 4.— Any problem that cannot arise in play is unsound, and will not be accepted for publication.

No. 5.— Hereafter all positions and problems will be given in numbers in numerical order, square pieces first, round second, and all kings will be indicated by a dash prefix.

Thus, example: square 1, -3, round -11, 31, round to move and win.

H. S. ROGERS.

New London, Conn.

AT HOME AND ABROAD.

CANADA.

BRANTFORD.—THE ONTARIO INSTITUTION FOR THE EDUCATION OF THE BLIND had an enrolment of 128 pupils — 73 males and 55 females — Sept. 30, 1890. In this, as in all American schools for the blind, a good literary education is regarded as important, and for higher attainment a class embracing some leading subjects of the university matriculation course is maintained. The kindergarten class has been an unqualified success, its pupils, when promoted to regular classes, showing, in competition with others, the value of their training. Much satisfactory work has been accomplished in the music department, and the tuning class is one of the most popular branches. Twenty-seven have been working with marked success in the willow-shop, and the knitting classes are reported as making good progress.

An interesting feature of the report is the notice of the thirteen graduates of last year. Two of these were graduates from all three departments of the school, and were amply prepared for earning a livelihood as well as for increasing the happiness of those around them. A third graduated from the literary department, and has matriculated in arts at Trinity University. Three female pupils are prepared for lives of usefulness and profitable employment, and three piano-tuners and four willow-workers are believed to be following successfully their respective trades.

MONTREAL.—THE MACKAY INSTITUTION FOR DEAF-MUTES AND THE BLIND is a boarding-school for the education of Protestant children of these two classes. In poor or special cases the managers may reduce the rates for board and tuition, and may even receive indigent pupils without charge. Applicants are admitted between the ages of five and eighteen years; and, in special cases, older applicants are considered.

At date of last report, Sept. 30, 1890, the school numbered 44 deaf and 5 blind pupils. In the latter department the superintendent wishes to establish a kindergarten class, to enable

him to receive several "five-year-old children" who are applying for admission. The usual course of study is pursued by the blind. They are taught chair-caning and other easy handicraft, to train their hands for more difficult occupations; and two of the boys have been studying piano-tuning.

ENGLAND.

LONDON.—It is proposed to raise a memorial fund in honor of the late Dr. T. R. Armitage, and a circular issued with this intent embodies the feeling of his friends in the following words:—

"There is a wide-spread feeling that the recent death of Dr. T. R. Armitage should not be allowed to pass unnoticed; that it is a call to those who knew and honored a life so entirely consecrated to the welfare of the blind to mark their sympathy with the needs to which he ministered and their appreciation of the devotedness of his service by a memorial which shall at once perpetuate his memory and promote the cause to which he dedicated his life."

The proposed "Armitage Memorial Fund" is to be devoted to cheapening and extending the publication of books and music in Braille type; and, as much of the printing is done by hand, this fund will give employment to many blind persons, while increasing the amount of embossed literature.

ROYAL NORMAL COLLEGE AND ACADEMY OF MUSIC FOR THE BLIND.—The report of this institution for the year 1890 contains an unusual amount of matter of practical interest. The course of instruction comprises: *first*, physical education, including gymnastics (Swedish, German, and American), military drill, deportment, dancing, swimming, rowing, skating, cycling, and other sports; *second*, general education, including a primary course, literature, history, science, mathematics, Latin, French, and a normal class for training teachers; *third*, the science and practice of music, including the training of music-teachers, pianists, organists, choir-masters, and vocalists; *fourth*, technical education, including mechanical training and pianoforte tuning. In each department education is directed to the practical end of fitting the pupils for self-support, and searching examinations of the progress and proficiency of the students are annually made by special examiners: August Manns, musical director of the Crystal Palace, for the musical department; J. Rice Byrne, H. M. Inspector of Schools,

for the literary department, and other specialists for other branches of instruction.

The college was opened in March, 1872, and of the pupils who have left 163 are well established in business. Of these, 87 are pianoforte tuners, 50 organists and teachers of music, 23 school-teachers, and 4 are engaged in general business. 30 of the 163 are young women. During the year 1890 the pupils of the college earned £15,000.

FRANCE.

PARIS.—THE SOCIÉTÉ DE PLACEMENT ET DE SECOURS connected with the Institution Nationale des Jeunes Aveugles held its twenty-eighth annual meeting in the hall of that institution, on the 18th of February. This society assists pupils on leaving the institution to find situations, to start in business, and to continue in the line of self-maintenance. Pecuniary aid is given to purchase books or needful appliances for the occupation to be pursued or for a necessary journey, and even, occasionally, when from sickness or enforced idleness a person is reduced to extremity; but the primary object of the society is the placing of blind graduates where they may become self-supporting. To this the administrative council direct all their efforts. It is the self-imposed task of Madame Verd to find employment for all her pupils, and M. l'Abbé Chantrel devotes his influence and his zeal to the same cause. In 1890 fourteen young women and nineteen young men found suitable occupation through its efforts. A list of pupils about to leave the institution is appended to the report, and the audience were reminded that each could do something toward finding employment for at least one of these young men and women who are about to seek their own livelihood. Among the donations received during the year we note that of Mademoiselle Coudray, a teacher in the National Institution, who, after a service of more than forty-seven years, retired at the age of sixty-eight, leaving property amounting to 12,000 francs to this society, reserving for herself an annuity of 1,200 francs.

The meeting closed with a concert by the orchestra of the institution, conducted by M. Paul.

ILLINOIS.

ILLINOIS INSTITUTION FOR THE BLIND.—The closing exercises were held in the chapel, June 2, at 10.30 A.M. Visitors, however,

began to arrive soon after eight o'clock. In a large hall on the first floor, which contained many appliances used in teaching, pupils were engaged in various handicraft,—making brooms and mattresses, netting hammocks and horse-nets, caning chairs, operating the telegraph and type-writer, and making dainty bits of fancy work ; while the youngest — the kindergarten pupils — were modelling in clay. The exercises in the chapel were very pleasing. Diplomas were presented to the graduates by Professor Frank H. Hall, the superintendent, who has entered upon his new work with an earnest and enthusiastic spirit, which has already wrought definite improvement. Special prizes were awarded for proficiency in tuning, type-writing, and the various industries pursued.

IOWA.

COLLEGE FOR THE BLIND, VINTON.—The annual examinations occupied five days in early June. Entertainments were given by the Philharmonic Society on Thursday evening, June 4, and on the following evening by the Philotaxean Literary Society. The commencement exercises were held on Monday, June 8, at 8 P.M., a class of six graduates taking diplomas ; and the closing concert was given on the evening of Wednesday, June 10.

JAPAN.

MISS HARRIET M. BROWNE, who has been working somewhat among the blind, but has now been called to a different field of missionary labor, writes earnestly and pathetically of their needs. She says :—

“I do earnestly hope to see some wealthy Christian start distinctly Christian work among the blind. . . . It will be a stupendous undertaking, as the language and customs of the people must be learned in order to succeed ; and the Japanese is the most difficult language in the world. Can you not interest some one in the work ? *There are so many blind, and their condition is so pitiful !* It will take the long life of some one who will devote himself wholly to this one work, some one who can work for years with little or no encouragement, some one with a sublime faith in final success, because God has laid the work upon him. The work cannot help being harder than the work among the blind in America, but the outlay in money may not be so great. After it proved its worth,

if a wise person were in charge, it might command generous help from the Japanese."

KANSAS.

THE KANSAS INSTITUTION FOR THE BLIND held its closing exercises on Tuesday and Wednesday, June 2 and 3. The programme for each day offers a great variety of musical selections,—for the voice, violin, cornet, piano, and orchestra,—with readings, declamations, and essays interspersed.

MASSACHUSETTS.

PERKINS INSTITUTION FOR THE BLIND.—Among the interesting features of the commencement exercises (which were held June 2) was a recitation in which Helen Keller gave a poetical word-picture of her impression of some of the cities of Southern Europe, which was very remarkable. It was given in the manual alphabet so rapidly that her teacher, in translating it into oral language, spoke almost at ordinary speed. The musical critic of the Boston *Evening Transcript* gave an extended criticism of that portion of the exercises. Our space allows only a few extracts. Of the opening organ fugue and march it says that they were "tastefully and effectively played by a pupil, John J. Clare. The school has produced a number of accomplished organists; and their leading teacher, Miss Freda Black, herself a pupil formerly, is an excellent exponent of Bach and Handel, as well as later composers for the organ. The band of the institution . . . gave a fine specimen of what tuneful harmony, what inspiring rhythm, and what nice contrasts of light and shade they can produce, in a long jubilee overture by Ch. Bach,—not the great, time-honored Bach, indeed, but one of the Bachs (or brooks) that run through shallower fields to-day. Yet this sightless band have also hours with the good John Sebastian. They play Bach chorals, with the four parts of their wondrous harmony carefully distributed among the instruments, under the judicious supervision of that excellent musician and devoted teacher, musical director of the institution, Mr. Thomas Reeves. . . . It may be remembered here that formerly the singing of the blind, while it showed accuracy of ear, quick, fine, musical appreciation, and facile execution, yet seemed to labor under a certain timidity of utterance and pallor of expression. It is not so now. Superior teachers, more experience, have

put a freer, more assured expression, a more eloquent vitality into it. . . . There was also a solo for violin, De Beriot's concerto in D, op. 16, by no means an easy task, but played artistically as to intonation, bowing, double stopping, phrasing, and expression, by Charles W. Holmes."

MICHIGAN.

At the June meeting of our trustees appointments were made for the ensuing year. Mr. Robert Barker, who has filled the chair of superintendent acceptably for two years, has resigned on account of failing health. He leaves with our best wishes and a hope for speedy return of health. Mrs. Josephine Pampell, who for two years has done good service as matron, has been appointed to succeed Mr. Barker, and also retains her position as matron. Mr. Fanning, of Albion, has received the appointment of steward. Miss Nettie Latson has severed her connection with the school, and Mr. William E. Davis will take charge of her classes. A new teacher for the kindergarten will be appointed. There will be no change in the musical department, and Miss Daily and Mr. Stone will retain their respective positions as teachers of handicraft.

The examination of the literary department will be publicly held from eight to twelve o'clock on Thursday and Friday, June 18 and 19, and of the musical department on the following Monday morning. The handicraft department will open for review on Friday afternoon. On Monday evening, June 22, will be given a grand concert in the chapel; and on the following day, at 10 A.M., will be the commencement exercises, to which special invitations will be extended. Governor Winans, and Rev. Mr. Beale of the First Congregational Church of Lansing, will be invited to participate. This will close the exercises of the year, and the pupils will return to their homes on the day following for a vacation of twelve weeks.

A. C. B.

MISSOURI.

THE MISSOURI SCHOOL FOR THE BLIND held its thirty-ninth annual exhibition on Friday evening, June 5. An essay, a reading, and the valedictory were interspersed in a musical programme which began and ended with a chorus, and comprised vocal and instrumental solos, duets, and trios, in which the organ, piano, violin, and flute were represented.

NEW SOUTH WALES.

INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND, SYDNEY.—This institution was founded for deaf and dumb in 1861, and the blind were first received in 1869. The total number of pupils admitted up to date is 349,—262 deaf and 87 blind. At the present moment we have 58 deaf and 20 blind children under instruction. In addition to the ordinary English education, the blind are instructed in music by a highly qualified professor. The blind boys are also taught basket-making and chair-caning on two afternoons each week, while the deaf boys are taught carpentry and wood-turning.

There are two other institutions for the blind in Sydney,—the Industrial Blind Institution, Boomerang Street, for teaching trades to blind men, and the New South Wales Industrial Home for Blind Women, at present located at Petersham, near Sydney. With the latter a society called the N. S. W. Home Teaching Society for the Blind is amalgamated, and it employs two blind teachers who travel through the colony, teaching blind persons at their own homes.

The occupations at which the blind are most successful in this colony and which are taught at the Industrial Blind Institution are basket, halter, mat, and matting making and chair-caning.

E. R.

NOVA SCOTIA.

ON Monday, May 11, the new wing of the Halifax School for the Blind was formally opened by the Lieutenant Governor of Nova Scotia. Between six and seven hundred invited guests attended the "At Home" given in honor of the occasion. The scarlet uniforms of our military friends and the pretty evening frocks of the ladies added much to the brilliancy of the evening. The programme consisted of a reception in the Assembly Hall by the president of the board of managers and the superintendent. During the reception the whole building was thrown open to inspection. A well-trained band of ushers conducted the guests to the several class-rooms, where exhibitions of the practical work of the school were given. A bright musical programme occupied the following three-quarters of an hour, the young voices blending beautifully in the many choruses. Perhaps the exquisite Spinning Song from "Martha" was the gem of the evening, although

there was much praise for wee Adelaide's rendering of the Cuckoo Song.

The Lieutenant Governor then spoke heartily and well of the work of the school and its position in regard to the public. After referring to the many friends of the institution, he called for Dr. Lindsay, whose time, skill, and kindly sympathy have been so cheerfully given to the pupils, to present him with a gold-headed cane as a slight recognition of his services. The Provincial Secretary also concluded his remarks by presenting the matron with a handsome marble clock. Both presentations were made on behalf of the board of managers, officers, and pupils. The closing half-hour was devoted to a *conversazione* and refreshments, during which time the band of the school gave a number of selections.

PENNSYLVANIA.

PHILADELPHIA ITEMS.—Every Thursday and Friday morning, long after the boys and girls have filed out from "prayers" in the large hall, one hears a sound of marching here and there through the corridors of the buildings. It is the fire-drill. Every Friday, at the end of the prayers that begin the day, the boys march out, not to their classes, but to their respective sleeping-rooms in the different buildings. When all are in their places, the gong rings the alarm,—ten sharp strokes in quick succession, followed by the number of the building where the fire is supposed to be, then by the number of the floor,—first, second, or third. The whole institution is so numbered off that the position of the imaginary fire can be understood in an instant, and prompt means of escape taken. At the alarm the boys come quickly from their rooms, and "fall in" in the nearest corridor.

Each floor—in some cases, each room—is in command of some officer of the institution. The moment the line is formed he gives the command, "Count off," and not till he is assured that all are present or accounted for does he give the order to march. Let us suppose that the alarm indicates a fire in the third floor of the "boys' new building," or west wing. The fourth floor forms quickly, and marches over the fire-escape—an iron bridge—into the main, or "old," building. The third floor marches down the stairs of the "new building," and crosses by the usual passage, and all meet in the large "boys' room" of the "old building," the squads entering in single file, each boy "covering" the boy before

him, in strict silence and with military step. As each line reaches its assigned position, it halts and faces to the front. When all are in place, the lines "count off," the officers reporting "present or accounted for"; and then once more all face and file, still in silence, to the cement courtyard. Then the numbering is repeated, and the squads disperse for dismissal. Of course, if it rains or is extremely cold, the gathering on the "cement" is omitted.

If the fire should be in the "old building," the boys from the different floors would first assemble in the "music corridor" of the "boys' new building," the drill, in every case, going to the place where the fire is not.

In the girls' department fire-drill is held every Thursday morning. As the buildings are symmetrical, the plan is essentially that of the drill among the boys. Sometimes the two drills are held simultaneously, and the folding doors between the "girls' room" and the "boys' room" are drawn back, so that the whole united drill is seen at once.

Sometimes, on special occasions, special drills are held in school hours. The scholars are sent from their classes to their sleeping-rooms, and the regular alarm is sounded, it being of course understood that, if the alarm itself is sounded without warning in class-time, as would be done in the event of an actual fire, each class is to form in its own class-room and be ready to march as may be directed. As an additional safeguard, the buildings are patrolled from ten o'clock at night until morning by a watchman, so that a fire could not well begin undiscovered.

The fire-drill includes all pupils. It is a preparation for an undesirable but not impossible emergency. In case of actual fire its efficiency would depend on the presence of mind of both teachers and pupils. It is impossible to judge what might happen in circumstances at present merely imaginary. It is certain, however, that the previous training could not, at such a time, fail of some effect; and, if that day never come, we have gained so much the more in drill and discipline.

PENNSYLVANIA WORKING HOME FOR BLIND MEN, PHILADELPHIA.—The managers of this Home in their seventeenth report, presented to the corporators Dec. 30, 1890, state that for the last two or three years the shops and rooms have been crowded beyond the point of safety. A new factory, in dimensions 124 feet

by 48 feet and four stories high, has accordingly been erected. It is built of brick on a granite foundation. The safety of the inmates in case of fire has been carefully considered, and provided for in several ways. The sleeping, dining, and sitting rooms are inadequate to the needs of the household, and a separate infirmary is considered requisite. It is therefore proposed to ask from the legislature of Pennsylvania an appropriation of \$45,000 for buildings and improvements already in progress. Meanwhile, applicants are waiting for admission. The superintendent reports 110 inmates at the close of the year. The sales for the twelve months have amounted to \$55,027.52, and the earnings of the men were \$18,393.97. That these figures are less than in preceding years is explained by the fact that a part of the old building was taken down and machines removed, and some of the men sent to their homes until the completion of the new building. There is now shop room for 250 workmen, and the object is to make a corresponding increase in the household accommodations.

WESTERN PENNSYLVANIA INSTITUTION FOR THE BLIND.—The directors of this institution have prepared a testimonial to be sent to Mrs. Mary X. Schenley as a token of appreciation of her magnificent donation. It is an album bound in Turkish morocco, with clasp of solid silver, richly chased, and upon the cover a plate of gold fittingly inscribed. The covers are lined with white moiré satin; and upon the leaves of the book, which are of thick parchment, are engrossed in exquisite characters, admitting but four or five lines upon a page, the minutes of the board recording the gift and an expression of gratitude to the donor.

On Monday, May 4, the annual meeting of the incorporators was held at the institution, at which the reports of the president, secretary, treasurer, and superintendent, were read. The total amount available for building purposes was shown to be \$70,000. The immediate improvement of the land donated was urged,—the planting of trees and shrubbery and preparation of playgrounds. The report of the superintendent, H. B. Jacobs, detailed the work since he entered upon his duties, October 13. The school was opened without ceremony, and has now 21 pupils,—10 boys and 11 girls.

At the close of the business meeting a jubilee celebration was held, at which the transfer of the deed of the land given by Mrs. Schenley was made in the presence of a large company of guests, with impressive exercises.

PRUSSIA.

THE *Blindenfreund* mentions a prize of 250 marks, offered by Mr. Lavanchy-Clarke (now a resident of Lausanne, Switzerland), for the best work on the following subject, "The Condition of the Blind in Germany: what still remains to be done." This offer is made in connection with the approaching *Blindenlehrer* Congress at Kiel, August 4-7, which will probably be largely made up of German members.

WEST VIRGINIA.

WEST VIRGINIA SCHOOL FOR THE DEAF AND THE BLIND.—The biennial report of this school for the two years ending Sept. 30, 1890, has recently been received. Its enrolment for the last year shows 69 deaf and 36 blind pupils. The report is mainly occupied with consideration of the deaf. In addition to the usual branches of a good common-school education, the blind girls receive instruction in the sewing-room, and the boys in the mattress and broom shop. The imperative necessity of increased accommodations leads to the wise suggestion of a separation of the classes; but if, as a measure of economy, the schools must still be kept together, an appropriation of \$12,000 for additional buildings is asked. An enlargement of the premises, to provide more room for outdoor exercise and recreation, is also desirable.

WISCONSIN.

WISCONSIN SCHOOL FOR THE BLIND, JANESVILLE.—The graduating exercises of this school were given on Wednesday, June 10, at 7.30 P.M. Selections for the orchestra, the violin, and the piano, a male quartette, choruses, and essays preceded the distribution of diplomas to the graduates.

EDITORIAL NOTES.

LAST month we gave notice of our intention to omit the August number of *The Mentor*, explaining our reasons, and we suggested that if any subscriber felt dissatisfied with this arrangement, and would notify us to that effect, we would set his subscription one month ahead. We now repeat the notice, and ask that any one who feels in the least degree wronged by this omission should write to us at once. When the price was fixed at one dollar per year, we contemplated publishing a periodical which would not exceed twenty-four pages. We have printed at least thirty-two pages per month, and have sometimes exceeded that number. Partly on account of pressure of material and partly because of the proposed omission, we are printing forty instead of thirty-two pages in this issue. We wish we could afford to print as much every month. Will not our friends aid us, during the summer holidays, in so far increasing our subscription list as will enable us to do this?

* * *

THE fifth annual meeting of the Alumni Association of the Perkins Institution was held at the Thorndike, Friday, June 19. Forty-three members responded to the roll-call. The afternoon was devoted to routine business. A committee appointed at the last meeting to ascertain the success of graduates presented its report through its chairman, Mr. J. Vars. The information gathered was of a most encouraging character, and shows that the blind have made rapid strides toward independence within the last twenty years. The largest number of male graduates had followed piano-tuning, and piano-teaching came next in order. Others were engaged in store-keeping, poultry-raising, peddling, preaching, teaching, real estate brokerage, or as stationers, lecturers, drummers, travelling agents, lath and shingle manufacturers, etc., indicating that a greater number than ever before are entering upon new fields for the exercise of their talents.

The business meeting was followed by a banquet, and the post-

prandial exercises were especially interesting. Mr. W. B. Perry, who has just completed his Junior year at Amherst (where he has won a monitorship, being one of the first four of his class) was toast-master, and the responses were eloquent and humorous. The exercises were brought to a close shortly after ten o'clock by singing "Auld Lang Syne."

* * *

WE received a few days ago a pathetic appeal from the West. A blind lady, who is resolutely facing all difficulties and making for herself an independent and honorable career, writes on behalf of an acquaintance. The latter, a graduate of one of the Western institutions, applied for a situation there, and was refused. "Then she determined to fit herself so well for the profession of teaching that she *must* gain a foothold somewhere. So she went to the — State Normal School, of which she is now a graduate. The professors there will give her a high recommendation, but she has striven in vain for a year to get something to do. She is remarkably intelligent, with a dignity and self-reliance of bearing which not many blind people succeed in attaining. She excels in the higher branches of mathematics, and is proficient in German. . . . For myself, it makes my heart bleed when such people come to me. I feel so powerless to help them."

To the young and ambitious, waiting is a trial which seems cruel,—more especially if accompanied by the pressure of absolute need; but it is the unsought training given to hundreds of young women endowed with all the advantages which natural gifts and careful education can bestow, and *it makes them better teachers*. This thought may lighten the sense of individual hardship if it cannot lessen the hardship itself. Sometimes a young teacher only needs an opportunity to prove her ability; and giving one's services without remuneration for a season, wherever an opening occurs, either in school or in teaching a single child, may demonstrate a fitness hitherto doubted. Our schools for the blind can and do give employment to some of their graduates, and certainly should do this to the fullest extent consistent with the best interests of the school. For some, too, there is a call to work in foreign fields. China and Japan are calling loudly for help, while here are idle hands longing for work.

WE rejoice to note the victory of the "Gloriana" at the twenty-sixth annual regatta of the Atlantic Yacht Club of New York, June 16. The "Gloriana" is a new 46-footer, designed by N. Herreshoff (blind) of Bristol, R.I., for Vice-Commodore E. D. Morgan of the New York Yacht Club; and her wonderful speed was a delight, though not a surprise, to the yachtmen who had been studying her peculiar features.

* * *

THE *Pennsylvanian* of May 21, in its "Reviews," mentions a book of poems by Richard Lynott O'Malley, a pupil of the Philadelphia Institution for the Blind, who is at the same time a member of the Sophomore class of the University of Pennsylvania. This volume, entitled "Wyoming and Indian Melodies and other Poems," is said to consist of "odes, epistles, declamations, and an occasional legend. The author, somewhat like Goldsmith, is at his best when recalling the past, when revelling among the scenes of his early life,—among the hills and mountains of his native Wyoming Valley." We have not seen the book, but the few extracts quoted in the review show much poetic feeling, and in the musical flow of his verses we are reminded of Moore's Irish Melodies. The book is sold by the author, whose present address is Avoca, Pa. Price \$1.00.

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THE MENTOR

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No. 8

MUSICAL EDUCATION OF THE BLIND:

ITS ORIGIN, OBJECT, REQUISITES, METHOD, AND RESULT.*

CHAPTER I.

Origin and aim. Musical education is mentioned in the curriculum of almost all institutions for the blind. Motives for and disadvantages of this custom.

Distinction between the four classes of musicians who may be produced.

IN all ages there have been blind persons who have sung or played on a musical instrument. It is therefore only natural that Valentin Haüy should have placed a flute and a violin in the hands of his pupils as soon as he gave them an alphabet.

The first teacher of the blind taught his pupils music rather as an elegant accomplishment, and in order to bring them into notice, than as a profession to enable them to earn a livelihood. In like manner, it is as an amusement that music is taught in asylums and workshops for the blind, as it is in schools of every class. There is perhaps another reason why this custom is so much in vogue. When a sight-seer goes over a blind institution, he is astonished at all that is shown him. A very poor performance of a piece of music elicits enthusiastic applause, which delights the manager of the establishment. There is reason to fear that this custom

*A paper contributed to the Sixth Congress of Teachers of the Blind, held at Cologne in 1888, by M. Maurice de la Sizeranne. Translated into English, under the supervision of the author, for the Association of Instructors of the Blind, at Jacksonville, Ill., July 12-15, 1890.

has in certain cases been very injurious to the cause of real blind musicians. In truth, if, in the institutions which are not complete and well-organized musical schools, the managers confine themselves to forming among the scholars a choir or a brass band with the view of affording them an agreeable and healthy recreation, there could be no objection. But do they stop there? Choir, band, and soloist are shown off to all comers. The visitor is astonished, not by the intrinsic merit of the performance, but because everything proceeding from the blind fills him with admiration, warmly congratulates the head of the institution who in many cases is not a genuine musician. The latter is delighted. He knows very well that he never intended to turn out highly trained musicians, but at length he ends by thinking that it is not very difficult to make children practise music thoroughly, the institution calls itself a school of music, and we have generations of blind pupils, sometimes clever enough, of whom we are going to make accomplished musicians.

On the other hand, the visitor who knows only one blind institution, yielding to the very natural feeling which makes people assume that the specimen of a thing which they have seen is a perfect specimen, believes implicitly that he has heard the type of a blind musician. When he talks of it, he will express admiration; but what will be the practical value of such encomiums? Nothing at all. All who have had anything to do with working for a reputation know this well enough. Will you make the experiment—you over-sanguine manager, perhaps imperfectly acquainted with musical matters—of asking the lady who paid you so many compliments when she visited your institution yesterday to employ one of your old pupils to teach the piano to her children? Of course you say, No, you will not try, because you know very well that you would be dismissed with fresh compliments, but with an equally polite and decided final refusal.

What, then, is the use of making the blind learn music under these conditions (except as an amusement), and what, above all, is the use of getting people to listen to them? I

see only one practical result,—that of interesting a visitor, and making him open his purse more freely; and in this case the blind collectively are, so to speak, made to practise that very art of begging which is so much censured when practised by individuals. At all events, if people are determined to give musical exhibitions in blind institutions which are not really musical schools, and which are painful in every sense of the word, they should at least take the precaution of telling and impressing on the visitor that what he hears is a mere recreation for the pupils, and that in such and such a real musical school for the blind he would hear something very different.

When musical education is put down in the curriculum of a blind institution, the object in view ought to be accurately defined. Do we wish to give a pastime to the well-to-do blind, harmless recreation to a workingman, or a professional training that shall enable a blind man to make his way in the world? This ought to be clearly defined. The blind musicians who have hitherto been produced may be divided into four classes: 1. Those who know enough of music to sing in a choir, to take the part of a cornet, violin, or clarinet in an orchestra. 2. Those who have been taught in an imperfect musical school, where they have learned a little of everything, and who know nothing thoroughly, who, not having mastered the sol-fa system, have sometimes confused notions of harmony and composition. They are indifferent organists, and, if they are at all conceited, imagine themselves to be real musicians. 3. Those who, being capable of profiting by it, have received a complete and comprehensive training, which has borne fruit. 4. Lastly, those in whom judicious teachers have not found the material for making accomplished musicians, and who have received a musical training in proportion to their faculties,—a training not brilliant, but practical and complete as far as it goes.

It is absolutely necessary that the managers of blind institutions should not confound these four classes of musicians, and that they should know accurately the sort of musical education they propose to give to their pupils.

The first kind is suited to workmen. If they are industrious and get work, they will use their modest talents to amuse themselves of an evening or on Sundays, or, it may be, to sing in the village church choir or to play dance music at a wedding,—nothing more. It will be a diversion to them, and sometimes form a supplement to their scanty wages. But, if they are idle, it is undoubtedly true that they will become mere itinerant musicians. They will beg by playing a tune on a clarinet or by singing a plaintive ballad instead of asking alms. There is no great harm done, perhaps, but I am not concerned with musicians of that sort; for the elementary knowledge which they require does not constitute a musical education any more than the instruction which has been given to musicians of the second class. The latter, it seems to me, can only be blind people who are well off and lazy, and who look to music for a pastime,—which is doubtless better than smoking, drinking, or card-playing. There is no great harm in teaching them scraps of whatever they want to learn, provided it is not done in a real musical school, where they would interfere with the general course of study, and if they are made to understand that they cannot, in this fashion, become anything better than mediocrities, and if it is impressed on them as a duty that they must not give themselves out as specimens of the proficiency which the blind can acquire in music.

The third and fourth classes are real musicians, of very different merit, it is true, but whose production requires a good systematic training, which can only be given in real schools of music. It is just this education which forms the subject of the present paper.

CHAPTER II.

REQUISITES AND METHOD.

Necessity for a good system of tangible musical notation. Excellence of the Braille notation. Method and duration of musical training. Time which may be given to intellectual training. Outline of a system of musical training. Knowledge which musicians,

whether blind or sighted, should possess before they can be certified as competent to teach music to the blind.

Conditions which a blind school must fulfil, in order to give a training capable of producing thorough musicians. Can blind industrial schools or imperfect schools or elementary schools for the sighted produce real blind musicians?

Is it necessary that the persons who are placed at the head of institutions where the object is to give the blind a musical training which is to prove remunerative should themselves be competent musicians?

It seems hardly necessary to say that it is impossible to produce real blind musicians, if we have not a good system of musical notation. In fact, except in the case of a few who are endowed with an exceptional musical sensibility and able to afford to have some one always at hand ready to read over and over again the piece of music which they require, a blind man without a good system of notation cannot become anything better than an amateur. It is impossible for him to acquire a musical culture sufficiently advanced to enable him to earn a living.

By a good system of notation we must not understand one which would only enable a man to decipher with difficulty a melody alone, or, at most, an accompaniment. This is mere child's play, and a thing which can only serve to amuse the well-to-do blind, and to mislead those who are interested in the blind, but who are yet ignorant of music, and who will imagine that they have given the blind a tool, when in fact they have but received a plaything.

Not being thoroughly conversant with the notation based on the New York alphabet, I shall not discuss it here, and will leave its merits an entirely open question. But, setting aside this notation, which may be very well designed, but which is inevitably open to the same objections which have prevented the New York alphabet from being adopted in Europe, there is no notation worth mentioning except that of Braille; and it alone fulfils all the indispensable conditions — clearness and rapidity in reading, ease and rapidity in writing — by methods perfectly adapted to the faculties of the blind, facility of correcting mistakes, and of writing every kind of music, even the most complicated, making

it possible for singers to perform while they are reading and to read words and music at the same time, and for an organist to accompany plain song without knowing it by heart by reading it with his left hand and executing with his right, and with the pedal. Moreover, the Braille notation admits of a multitude of combinations, thus allowing one to construct what may be called musical shorthand. (M. Ballu, and more recently M. Savary D'Odiardi,* have made some very interesting applications of it.) There is at the present moment in circulation, especially in France, a considerable quantity of music printed or written in this system. But this stock requires to be perpetually renewed. So let us endeavor in every possible way to increase the number of copyists and to multiply impressions.

For want of a notation which a child without an exceptionally keen touch and intelligence can learn, much precious time is wasted in a school which, nevertheless, pretends to give a musical education. The teacher is obliged to repeat note by note the exercises, studies, and selections. Under these conditions, it is quite impossible to get a musical education which will prove remunerative to the blind musicians born, who will yet bear comparison with their sighted competitors who have been only tolerably well taught.

The course of education which should be given to blind musicians ought to be complete and practical. It must be settled according to the standing of the sighted musicians with whom the blind will have to compete. In order to gain the preference, a blind man must have a culture superior to that of his rivals; and, to make up for his inability to interpret at sight the music which may be placed on the stand of a piano or an organ, he must offer a more profound knowledge, a finer taste, and a more accurate learning.

In order, then, to plan and to maintain a judicious curriculum, one must follow attentively the musical movements of the period, and thoroughly appreciate the merits of the sighted musicians. During the last thirty years their culture has made great progress. The theoretic knowledge

* See *Valentin Haüy*, No. 7, July, 1826.

and execution of the average musician have much improved. Hence it follows that what sufficed thirty years ago to enable the blind to compete with the sighted is now quite inadequate. Formerly, few sighted persons who meant to give lessons on the piano, especially in the country, took the trouble to study the *solfeggio*, harmony, or composition. This gave the blind who had studied these subjects a superiority which enabled them to compete successfully with them. The standard of execution which was commonly found among amateurs, and even among the majority of the profession, was far from high. A pianist who played Mendelssohn's Concerto in G minor tolerably well was considered very good. An organist who performed a voluntary by Lefèvre, with pedal action *ad libitum*, seemed clever; and, if he was at all able to improvise with taste a trumpet blast accompanied by sustained chords in the left hand and a pedal part of notes struck by the left foot, he ran a chance of being classed among the best performers.

Nowadays there is no provincial town of any consequence that does not possess its *Conservatoire*, more or less efficient, it is true, but still where the theory of music is taught along with the practice. The *Conservatoires* of the capital have made great progress. All these establishments are crammed. Doubtless these turn out, not geniuses, but a crowd of teachers and organists whose execution and technical knowledge are good enough, and who read accompaniments, parts in a piece, and solos of average difficulty correctly at sight.

Given this state of musical knowledge, it is necessary that the blind who are destined for the profession of organists or music-teachers should thoroughly master the theory and practice of *solfeggio*, that they should be able to ask and answer questions upon every part of the theory of music, that they should be able to *sol-fa* at sight,—an exercise of which both the intonation and time are difficult,—and to harmonize and arrange after a few moments' reflection a bass note or a given air, and to do this with all the resources of harmony.

They should be familiar with the theory of composition,

and be able to analyze, both as regards form and harmonical structure, the pieces which they perform and make their pupils perform. Their execution should be good enough to allow of their interpreting on the piano or the organ, works such as Chopin's Concerto in E minor, or Bach's Fugue in A minor.

Nine years at least are required to give a blind child such a training, especially when he knows nothing to begin with. It is desirable that, wherever it can be done, blind children should be tried in music at the age of five or six. Very few minds are incapable of receiving a musical education, if it be commenced at an early age and judiciously conducted. Of course, I assume that the blind individuals who receive it possess an average intelligence.

If one could take a child about the age of six and keep him in a music class until he was twenty, it would not be necessary to make much change in the daily routine. Two hours at music between the ages of six and ten, three or four hours from ten to fifteen, five or six hours from fifteen to twenty, would be enough to attain the end in view. But, when we take a blind child of ten or twelve who knows nothing of music, and of whom we have in nine years to make a musician capable of competing with the sighted, the case is very different; and, in order to succeed, most of the time and energies of the pupil must be devoted to musical studies. Three hours at music during the first three years, six or seven during the next three, and ten during the remaining period would not be too much, especially when an apprenticeship in tuning, which is of so much importance, is added to the musical training.

(To be continued.)

THE BLIND IN THE LONDON BOARD SCHOOLS.

IN providing for the blind children scattered over the one hundred and twenty square miles of the London School Board area, the existing machinery of the Board Schools is utilized as far as possible. Unlike deaf-mutes, the blind can share the teaching and enter into the work of the ordinary school; and for a part of their school-days there is distinct advantage for them in so doing. Their lessons, it is true, must be done by the aid of special apparatus; and to teach them the use of this apparatus is the first work of the special teacher to whom they go on stated days for instruction. Between her lessons they have regular practice in the ordinary school,—upon Braille in the hour for writing, upon figures in the hour for slate arithmetic. As soon as a degree of dexterity in the use of the apparatus is acquired, class exercises in written arithmetic, dictation, etc., are done as quickly and correctly by the blind as by the sightless scholars. The special teaching continues to forestall difficulties and to supplement the school instruction according to the individual need of each pupil, as long as he remains at the day school.

There are five special teachers, young women trained at the Royal Normal College for the Blind, Norwood. These work under a superintendent who arranges for the times and places of the classes, seeks out the children, removes the difficulties in the way of attendance at the centres and also at the day schools. She visits these schools in the interests of the blind children, as need arises, and attends to all clerical duties and correspondence.

After an experience ranging now from seven to twelve years, each of the assistants has made for herself a comfortable home in that part of London most convenient for her individual work, which involves long journeys by omni-

bus or rail in the course of each week. Each has for guide a little girl, who, on reaching the centre, goes up into school and does the lessons of the day.

The number of pupils at the centres varies from sixteen down to two, and the number of half-days allowed to each class varies in similar proportion from five to one, the larger classes getting the most time. In practice, it is found that the progress made by a half-day's special teaching for a class of two or three is as good as that of the largest classes with lessons on the half of every day. In some cases, it is necessary to send a teacher to a single child for a time. As the centre is often quite too far from the home for daily attendance, the blind children attend the *school* most convenient for them, except on the days for the class.

The classes are usually taught in the head teacher's private room. Sometimes a committee-room or small classroom can be spared, and in one or two cases a room for the blind class has been planned in the building of a new school. As a rule, however, the centres are anything but permanent, being changed from one school to another, as the number in a neighborhood needing instruction varies.

In May of each year a census is taken of all children of school age (*i.e.*, between five and fourteen) within the School Board area. In the Scheduling Forms are columns headed "Blind" and "Partially Blind." The addresses of all such are forwarded to the superintendent of the blind, who, aided by her assistants in those cases which lie near their own homes, personally investigates each case to ascertain if the child is a fit subject for instruction, and, if so, to see that the opportunity is given.

Of the whole number reported, scarcely a fourth are really eligible for school. Many are found permanently invalided, — crippled, imbecile, epileptic, — the defect of sight being but one feature of their sad condition.

Among the parents of those fit for instruction, not all avail themselves at once of the opportunities presented. Ignorance, indifference, over-tenderness, — all have to be reckoned with.

In some parts of London the Compulsory Clauses of the Education Acts can be enforced, in cases of extreme negligence, upon the parents of blind as of sighted children, the magistrates having looked into the matter enough to see that requiring attendance of a blind child at a sighted school is not necessarily a piece of gratuitous cruelty on the part of the School Board authorities. But in other quarters an application to the court to order attendance would do more harm than good.

It sometimes happens that after the superintendent and the School Board Officers have exhausted all their efforts upon a case in vain, the assistant teacher is despatched as a last resort, when, presto, the work is done! Either because the parent fancies there will be more sympathy for blindness on the part of a blind teacher or because the sight of a blind person filling such a position is an object lesson in favor of education, difficulties vanish. The beginning once made, the good will of the child and its interest in school keep it in attendance in many cases with no further trouble.

When there are no elder children, and the mother is the bread-winner or ill, there is still the problem to be faced of getting the child to and from the centre; but it is seldom that the local knowledge and ingenuity of the assistants are unequal to its solution.

From the day school the children mostly pass into various institutions for the blind. The industrious and clever gain scholarships in the Preparatory School of the Royal Normal College for the Blind, usually before the age of twelve.

For those who have tolerable homes and who look to handicraft only, it is better that they continue in the day school for two years longer, else their time in the workshop will have expired before they are *men* enough to put the trade into efficient practice.

M. C. GREENE.

London, Eng.

THE SCHOOL FOR BLIND BOYS AT HANKOW.

AN account of the establishment of this school has been prepared by Rev. David Hill, and was published in June, 1890, with illustrations of the building, of the boys at their various vocations,—reading and writing, knitting, netting and basket-making, and plying their chopsticks at table, which add greatly to the interest of the narrative. The opening paragraph illustrates the devotion of our missionaries:—

“Two years ago an American missionary walked into the city of Hankow in the garb of a Chinese coolie, after having travelled a thousand miles on foot from the great metropolis of Peking. He came with a view to help forward some work for the relief of the Chinese blind. He was received with a warm welcome in Hankow, and by none more warmly than by young Mr. Yu, who years before, during the great famine which scourged the north of China, had been rescued from destitution by this very missionary, and watched over with a mother’s care by that good man’s wife. The house at which this missionary stayed was originally intended for an industrial orphanage; but the departure of the superintendent had nipped that project in the bud, and only left an empty school-house, capable of containing some forty pupils.

“Mr. Crossette, for that was the missionary’s name, was gladdened by such an open door, and at once set to work. He soon gathered six blind boys into the school, and then engaged a Christian basket-maker to teach them to make bamboo baskets six days in the week, from one o’clock in the afternoon; while he himself, together with young Mr. Yu, spent the mornings in giving instruction in Scripture truth. He soon found, however, that the Peking adaptation of the Braille system was but ill-fitted to the Hankow dialect, and was somewhat cumbersome into the bargain. He

therefore set to work to seek out another method ; and, after spending three months in Hankow, he left, as his legacy to Central China, a new adaptation of the point system of reading Chinese, and a small Christian school in which to try it, both of these in the earliest stages of formation."

The little school thus inaugurated by the zeal and devotion of Mr. Crossette, who has labored for the blind in other sections of China, is now under the superintendence of Mr. J. L. Dowson, who, after preparation in the Yorkshire School for the Blind (England), has given his life to this work. Blind boys of all ages are admitted. The sons of Christians are understood to have a prior claim, but the school is open to all classes.

Mr. Hill gives an account of the boys who are under training.

LIU WANG FU, a youth of eighteen, lost his sight in infancy from the results of the Chinese method of small-pox inoculation,—a fruitful cause of blindness in that country. He had been apprenticed to a fortune-teller, and earned from 150 to 300 cash (six pence to a shilling, English money) per day,—much more than a seeing youth could earn with his hands. But, converted to Christianity, he abandoned fortune-telling ; and a friend contributed to his support in this school, where, though not clever, he is doing fairly well at basket making, and has committed to memory two of the Gospels.

HWANG CHIN TANG is the brightest boy in the school. He became blind, when ten years old, from a fever. His father, a tailor, embraced Christianity. And Chin Tang, by his quickness and proficiency, attracted the attention of missionaries who have undertaken to defray the cost of board and clothing, that he may be taught reading and some useful handicraft as well as memorizing the Scriptures.

SOU MAO is a happy little boy who lost his sight from serious illness in babyhood, and began his studies at a day school where his father, a Christian catechist, was stationed. He is learning to knit, but is so small that he has not yet begun to read.

YANG TSANG MING came from a heathen home; and, when he was admitted two years ago, he was scarcely twenty years old. Now he is twenty-eight. So fearful was he of being considered too old for admission that he grew six years younger within a few weeks! Having lost his sight at sixteen from illness, he was for a while engaged in gathering written paper for a charitable institution in Hankow, and earned about 100 cash (five pence) per day. When this failed, he took to peddling, by which he only earned from 30 to 40 cash; and finally, reduced to beggary, he found the gates of the school. Tsang Ming is naturally dull; but he is kind and unselfish, and he has acquired a simple faith in the gospel. He knows the streets of Hankow, and goes out to sell the work of the boys, wending his way slowly through the crowded thoroughfares, shouting, "Baskets for sale!"

WAN SHIU YIU, "a bonny boy of twelve," lost his sight in infancy from the same cause as Wang Fu. His father had died and his mother was left destitute, with three little children. Driven from home by want, she travelled some sixty or eighty miles to Wu Chang, where she finally deserted Shi Yiu (then about three years of age), and he was picked up in the street by a missionary, who washed and clothed him and brought him to the school. He is a bright little lad, has learned knitting and netting and committed two whole Gospels to memory.

HAN HUNG TSUNG is as stupid as Shi Yiu is bright. His father is in the provincial militia and is an opium-eater, and his mother ekes out an existence by making hemp-strings for stringing cash. He, too, became blind from the results of small-pox inoculation.

YANG CHIANG remembers the pain he suffered when he was but three years old, and dates his blindness from that time; but no particulars of its cause can be obtained. He comes from the county of Tien Mun, which is sometimes inundated by the summer floods of the river Yangtze. His father and mother are dead; and his grandfather, driven from home by the rising waters, fled to Hankow for refuge.

He had heard of the school from an inland missionary ; and he left his little grandchild at its door, rightly judging that he would be cared for.

These cases give some idea of the causes of blindness in China, of the "poverty which pinches thousands of lives," and of the need of charitable effort in its broadest and deepest sense. Here are the "open doors" which have been so earnestly prayed for ! Who will enter in ? "The harvest truly is plenteous, but the laborers are few !"

M. W. S.

"WHAT SHALL I DO?"

IN fitting the blind to occupy useful and respectable positions in society, training that will enable them to earn an honest living is rightly deemed of the first importance. Among the blind themselves there is a growing desire for greater diversity of occupations ; and, consequently, they and their friends are seeking for vocations in which the blind can render acceptable services and obtain a fair compensation for their efforts.

In considering any pursuit as a possible vocation for the blind, two principal difficulties have to be weighed : first, the difficulty arising from the lack of sight in doing the work well ; and, second, the difficulty of giving to the buyers of that kind of work confidence in the ability of a blind person to satisfy their requirements.

There is a wide field in which both these difficulties are so minimized that I wonder it has not received more attention. Many have entered it, and succeeded admirably. I mean the field of trade. Here the service rendered consists in bringing and keeping the things wanted within easy reach of the buyer. An intelligent blind person need not be a genius in order to cope with his seeing competitors in this work. The difficulty of convincing the buyer that the service will be satisfactory is nearly or quite removed, as he can see precisely what the service will be before accepting

it. Of course, good address and a thorough knowledge of one's business are necessary ; but where are they not ?

One of the leading music-dealers in San Francisco and the leading ones in Willimantic and Montreal are alumni of the Perkins Institution. Probably there are more blind people engaged in the music trade than in any other. This is doubtless because the musical training obtained at school goes far toward fitting them for this branch of trade. But there are other branches — the boot and shoe business, the wood and coal business, and the feed business, for example — which would seem to present fewer difficulties and require less special training. Undoubtedly there are kinds of trade, such as the dry-goods business, in which it would be next to impossible for a blind person to do the actual work of buying and selling, owing to the multiplicity of small matters and the importance of elements — such as color — which can be appreciated only by sight. There are, however, successful blind grocers, confectioners, tea and coffee merchants, and dealers in Yankee notions and live stock, not to mention brokers and insurance agents. If the seeker for vocations for the blind will take the trouble to visit the office of an agent for almost any of the standard type-writers, he must be struck with the apparent fitness of that business for those without sight. Blindness is little disadvantage in showing the machine and its workings. Indeed, a demonstration that the machine can be operated without sight is an argument in its favor. The same might be said of sewing and other machines.

Why, then, do not more blind people go into business ? Two reasons may be mentioned,—lack of knowledge and lack of capital. How capital is to be obtained must be determined by the conditions of each separate case. Selling on commission will lessen the amount needed. A great deal of theoretical knowledge concerning business methods can be given in institutions. A little ingenuity renders the large Braille tablet available for keeping accounts in very good form. By means of a raised scale, the type-writer can be used for the same purpose. I would not be understood

to advise a blind person to substitute either of these methods for the services of a trustworthy seeing assistant in keeping voluminous accounts; but the familiarity with business forms gained in practice could hardly fail to give confidence, and it might save great inconvenience.

But theoretical knowledge, valuable though it is, should be accompanied by actual experience. It is, of course, difficult for a blind person to obtain a situation of any kind with a business house; but our would-be merchant's time and efforts would be well spent if *given* to a firm while he learned the workings of the establishment. Then he might start in business for himself with a fair prospect of avoiding serious blunders.

It may be urged that one should pursue art and learning from love of them and for the sake of the mental improvement received; and this is undeniable. Yet it remains true of the blind as of the seeing that a great portion of them serve art and learning better as amateurs than as professionals. And, if mercantile pursuits are less attractive, they are not less indispensable than the professions.

E. H. FOWLER.

SLOYD AS A BASIS OF SELF-SUPPORT.

DURING my study of sloyd I have become convinced that it offers to the blind as large an opportunity for remuneration as music, since by the understanding and application of mechanical principles a great variety of occupations are unfolded. While I fully appreciate the educational value of the system, I shall in this article limit myself to a consideration of the subject from the industrial point of view. The unmusical blind have long been searching for new methods of obtaining a livelihood or for devices which shall enable them to follow the same trades pursued by those with sight. The door where so many have long been knocking is at last opened; and, lo! what a vista is disclosed! Trades, pursuits, and occupations of every description are

now within reach. Only a little patience, only a little adaptation, and the great cry of the blind shall be stilled.

But how adapt to touch trades requiring sight? To answer this question, we must begin at the foundation. Trades do not primarily require sight, or indeed any of the senses. The relation between the trades and our senses is secondary. In following any calling, the first requisite is mental, intellectual. First the brain, then the eye or hand. Understanding and insight must precede operations of the retina and papillæ. Once a *principle* is understood, ingenuity soon suggests how to adapt it.

The reason the blind have been so backward in entering the field of manual labor is because they have not acquired knowledge of the mechanical principles which govern all industries and pursuits, and which are embodied in the use of certain tools. For instance, the principle of cutting embodied in the use of the knife underlies many occupations. The barber's knife we call a razor; that used by the carpenter, a plane or chisel; that of the seamstress, a pair of scissors. It matters not what the shape of the blade or the method of its application, the cutting principle is always the same.

The principle of the file is utilized by the carpenter, machinist, dentist, and manicurist. The principle of boring is exemplified in the use of the awl and bit, and is employed by shoemaker, cabinet-maker, etc. The principle of sawing leads us from wood to ivory, and on into brass, iron, and steel, involving many lines of business. Thus it is plain that a comprehension of the principles embodied in the use of tools places the mind in a proper attitude toward a thousand trades, and prepares the way for manual dexterity.

Now, sloyd affords just the knowledge needed for a broad conception of mechanical industries, and by teaching the use of tools opens to the blind innumerable avenues of self-support. Of course, knowledge of the knife and awl cannot fit a blind person to mend and make shoes at once, nor can understanding of the file and pincers fit him immediately to become a machinist, but knowledge of these tools is pri-

marily indispensable to both shoemaker and worker in metals; and, were the blind to engage in these pursuits, the first step would be, necessarily, enlightenment of the mind as to the tools employed.

As a class, the blind have little knowledge of tools. No tools, no trades. No trades, no means of subsistence. The series which leads to success in life is principles, tools, trades, self-support.

It appears to me that the establishment of a trade school for the blind, with sloyd as a basis, would enable many sightless persons to take their rightful positions in society, and be the beginning of a new era of progress. In such a school, work thus begun in wood might lead eventually into iron and other metals.

In making this prospectus, I am aware of the difficulties to be encountered. But a little experimental ingenuity will, I am sure, overcome them all. I have pushed my way far enough into wood-work to know that loss of sight is no impediment to accurate planing, sawing, and boring, and by means of certain guides and devices the blind will, in the near future, be able to compete with the seeing in carpentry, cabinet-making, and perhaps in other trades. Nature's law of compensation is of no practical benefit, unless it can make good our losses down to the finest details. Indeed, there would be no justice in such a law if its atonement failed in the slightest particular.

That the remaining senses of the blind have not thus far fully taken the place of eyes is no discredit to the law in question, but simply proves our ignorance of the extent of its working. This law is not to find *us* out, but *we* are to find out the law; and herein is the spur to invention and adaptation. Nature's methods are too broad and too numerous to permit any infirmity to permanently check her purposes.

Courage, my brothers and sisters! It is not physical blindness which is to be lamented, but rather that blindness of heart which leaves the mind in darkness. Even for this, however, Divine Justice makes suitable provision.

There is nothing to which the soul may not attain in its upward development by persistent effort.

HENRY W. STRATTON.

Boston, Mass.

THE OHIO INSTITUTION FOR THE BLIND.

To the Editor of The Mentor:

It has just been my pleasure to pass a few days at my old Alma Mater, the Ohio Institution for the Blind, and to attend its commencement exercises. Thinking an account of the institution in general, and of this commencement in particular, would interest your readers, I take pleasure in forwarding the same.

The institution is located in the most beautiful part of Columbus, the State capital. The large, commodious buildings and spacious grounds surrounding them are all that could be desired for the purpose for which they are used. The grounds occupy a large part of a square fronting on Parsons Avenue and Main Street. They are adorned with beautiful trees, shrubbery, and well-ordered flower-beds, a neat little fountain, and wide, well-paved walks. The place has more the appearance of a palatial residence than a public institution.

The first object to attract the attention of the weary caller on a warm June day is the large, elegant porch at the main entrance; but a rest here is denied him, for he is ushered into the reception-room by the pleasant and accomplished attendant, where he receives a hearty welcome from the genial superintendent, Dr. Fricker. The doctor is one of those frank, large-hearted men whose soul is wrapped up in his work. He is constantly looking after its betterment, and is never happier than when in the company of one whose ideas and sympathies are in harmony with his own. Though this institution, like all such in Ohio, is subject to the curse of political interference, yet they have been very fortunate in always securing the right men for the place.

The superintendents, past and present, have been men of exceptionable ability and men peculiarly qualified for the work.

Under the conduct of Mr. Porter, the senior teacher, you are shown the extensive collections, cabinets, and laboratories used in the study of science. The institution possesses a complete outfit for the studies of physics and chemistry, a fine geological collection, and an assortment of one of every species of bird living in Ohio. I must not, in this connection, pass over the department of physiology. There is no study in which the blind of Ohio have facilities to become more proficient. The institution possesses a finely mounted skeleton, a miscellaneous collection of bones, and a complete set of plaster casts of all the organs of the body. For this they are indebted to Mr. Snyder, a former senior teacher, and now a professor in Miami University. To this gentleman, also, are due the great improvements in the study of higher mathematics; but of this I will speak in a future communication.

Passing rapidly through the remainder of the school-rooms and workshops I saw much that would interest your readers; but my present task is to describe the commencement, and I shall have to leave the school and its workings for another time.

On the evening of Friday, June 12, was given the first of the graduating exercises. It was a grand concert. The music was well chosen, well rendered, and highly appreciated. Several numbers were rendered by the orchestra, which showed good drilling and a thorough musical training. Their playing was delicate, expressive, and accurate; and the professor in charge has demonstrated that the unpleasant accompaniment of the bâton, so common in orchestras of blind persons, can be reduced to such a minimum that it is imperceptible.

Selections for the piano, voice, and violin, difficult enough to show excellence of training, and yet chosen with a view to please the miscellaneous audience, made the programme one of the best ever rendered at the institution.

On Monday evening took place the graduation proper. Long before the appointed time the house was filled to overflowing, and the walks leading to the building were lined with people. Columbus is alive to the achievements of the blind, and they are always sure of an audience from people of the first quality.

The music for the commencement was furnished by the orchestra, and showed that they had by no means exhausted themselves on the previous occasion. There were also other musical selections to avoid monotony. The graduates were three in number,—Mr. Sharph of Cleveland, Mr. Bartholimew of Ashley, Ohio, and Miss Eichhorn of Newark. Their compositions were well written, and proved their worthiness of the honor conferred upon them. After the valedictory had been delivered by Mr. Bartholimew, the class was addressed by his Excellency, James E. Campbell, Governor of Ohio.

Mr. Campbell said he was a little at a loss just how to address a class of blind persons till he entered the institution and found how thoroughly they were equipped and how little their affliction separated them from their fellows, after all. The service was followed by a reception to the governor and the annual commencement dinner.

It has been my pleasure to attend three banquets given in the institution,—that given my own class in '89, that of the reunion of '90, and the one here referred to. I therefore feel safe in saying that the wit, humor, and sound sense, to say nothing of the feasting, displayed on these occasions, are equal to those of any similar gathering. I am as sure as I am sure of anything that the blind can eat good victuals and make good speeches after the same.

The genial toast-master, Mr. Porter, adjourned the banquet in the wee small hours of the morning; and we all sought our couches satisfied that we had initiated three more into the great and gallant circle of the alumni of the Ohio Institution for the Education of the Blind.

FRANK PRINTZ BIXON.

New York City.

AT HOME AND ABROAD.

ALABAMA.

THE ALABAMA ACADEMY FOR THE BLIND at Talladega, a town situated in a mountainous district in the north-eastern part of the State, occupies an estate consisting of six acres of land and three new and handsome brick buildings, which are heated by steam, lighted by gas, and abundantly supplied with water. The main building—a three-story edifice, standing on high land near the centre of the grounds—contains chapel, superintendent's office, hospitals, dining and sleeping rooms, etc. A two-story building near by is devoted to school purposes; and the third structure is occupied by shops, laundry and bath rooms, and steam-heating apparatus.

It is supported by the State, and affords board, tuition, books, and medical attendance free of expense to its pupils. The minimum age of admission is eight years, and the applicant must be of sound mind and free from any chronic disease which would prevent study. Eight years is the period allowed by law of the State for the education of its blind children, but the board of trustees have power to extend the time. The annual session of the school is forty weeks.

The managers propose to give a practical education, following, in a general way, the course of study in the public schools of the State, which includes language, grammar, rhetoric, physical and political geography, mathematics, physiology, anatomy, natural philosophy, and mental and moral science. Much attention is given to music as the means whereby a talented blind person can more readily earn a living than by any other, while the mistaken idea that all blind persons are musical is recognized and deplored. Piano tuning and repairing are taught; and the manual training includes mattress, collar, and basket making for the boys, with sewing, knitting, crocheting, and house-cleaning for the girls, and both are taught cane-seating. The educational and industrial departments are considered of nearly equal importance. The academy has fifty-two pupils, who are under the charge of a principal

and assistant principal, with two literary and two music teachers, and three instructors in handicraft.

COLORADO.

THE INSTITUTION FOR THE DEAF AND THE BLIND OF COLORADO is one of those dual institutions in which the deaf pupils are in the majority. It is an educational establishment, located at Colorado Springs, and supported by the State, which furnishes board and washing, tuition, books, and apparatus free of charge to its pupils, who must be actual residents of Colorado, and between five and twenty-two years of age. In cases of extreme poverty, the expense of travelling and clothing is sometimes defrayed by the counties.

From the ninth biennial report, for the period ending Nov. 30, 1890, we learn that the condition of the old building was so bad that the last General Assembly made a special appropriation of \$80,000, and the school now rejoices in three fine new buildings, the chief of which is a large school-house. The basement contains workshops for the blind boys, a printing-office, play and study rooms; the first floor has ten large school-rooms; and the second story has an assembly hall which will seat nearly one thousand persons, besides four school-rooms, dressing-rooms, etc. The old building has been altered, and all are supplied with steam heat. In addition to the wooden fire-escapes, iron stairs have been put up at each end of the dormitory building, reaching from the top to the bottom.

The present attendance is seventy-four deaf and thirty-four blind pupils. The literary course for the pupils of the blind department is the same as that followed in the public schools of the city. They read both the line letter and the New York point. All receive instruction in vocal music, and those who make good progress are taught instrumental music. The need of an organ and pianos is felt, also of stringed instruments with which to start an orchestra. The boys are taught cane-seating, and a mattress shop has been opened. Broom-making, tapestry work, shoe and harness making, will soon be introduced.

There is much difficulty in securing the attendance of many who need the advantages here offered, and a suggestion is made that the State legislature should make it compulsory upon parents to avail themselves of the privileges provided for the education of their children.

FRANCE.

PARIS.— M. Louis Vidal, the well-known blind sculptor (No. 24 Rue du Regard), exhibited this year, at the salon in the Champs Élysées, a horse, in wax, which is quite remarkable.

M. Adolphe Marty, teacher of organ and composition at the Institution Nationale des Jeunes Aveugles and organist at Saint-François-Xavier, has just published "L'Art de la Pédale du Grand Orgue." This work, unique in its character, has been approved by several of the organists of Paris. It is printed in Braille, at the Institution Nationale.—*Valentin Haüy for June.*

At the meeting of the Valentin Haüy Conference, June 25, M. le Comte de Beaufort presented an appliance which he has invented to enable the blind to write in relief the musical notation used by the seeing. He has named his invention the *méllographe*.

M. Laurent, the director of the Paris workshops for the blind, closes his report for the year 1890 with these encouraging words: "A workshop for the blind, properly so called,—that is to say, not a school for apprentices,—can be self-supporting with brush-making and the manufacture of carpet-brushes."—*Valentin Haüy for July.*

GERMANY.

AMONG the pupils of the Emperor Frederic Gymnasium, of Frankfort, who recently passed successfully their final examination (equivalent to the baccalaureate) was the son of a banker, blind from birth. Before the examination he was told that the written exercises would be omitted in his case; but he asked to be submitted to the same tests as his comrades, using the Braille writing, and his request was granted.—*Valentin Haüy for June.*

DER BLINDENFREUND.—EXTRA BLATT, under date of July 28, gives notice of the illness of Herr Wulff and of the postponement of the Seventh Congress of European Instructors of the Blind, which was summoned to meet at Kiel, August 5, until further notice.

NEW MEXICO.

THIS Territory has a school for the deaf, but the indifference of parents has retarded any active movement to provide educational advantages for blind children. Mr. Lars M. Larson, a teacher in this school, who is also greatly interested for the sightless, writes that he knows of some thirty-five blind children, of school age,

needing instruction. Last winter he tried to secure from the legislature an appropriation providing for their education at the institution for the deaf, but the fact that only three blind children had sought school privileges lessened the seeming need of such provision, and political strife prevented the appropriation. Mr. Larson will renew his efforts at the next session. Meanwhile, the superintendent of public instruction will direct that teachers in public school districts send him the names of all the deaf and the blind of school age, that he may be prepared to present the case more strongly to the next legislature.

NEW SOUTH WALES.

INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND, SYDNEY.—The twenty-ninth annual report of this institution is at hand; and, although it is one of the dual establishments in which the number of deaf scholars is more than double that of the blind, the interests of the latter are evidently not neglected. These blind pupils,—twenty-two in number,—“in addition to their music, arithmetic, Braille embossing, and other studies, are pursuing an elementary course of instruction in French and Latin.” Their facilities for musical instruction have been much increased by the gift of an organ, which has been erected at the expense of the donor, and the purchase of a grand piano. The visiting professor of music reports: “Following the lead of similar institutions in England and elsewhere, attempt is now being made to give the pupils a sound musical training instead of merely teaching them, as heretofore, to play by rote certain ‘pieces’ which they have contrived to learn through the exercise of the faculty of imitation. . . . In the advanced class (nine pupils) the theoretical and practical structure of music is dealt with, and most of the pupils have already acquired an intelligent insight of the chief essentials. The physical nature of sound, the distinction between musical and non-musical tones, the principle of ‘replication’ and its consequences, the musical subdivision of the sound-layers, the tetrachordic origin and formation of the scale, the construction and relationship of different ‘keys’ or tonalities, diatonic intervals, their composition and classification, fundamental chords and their inversions,—these are the heads of the chief subjects thus far studied, and for the most part the details of each are well comprehended.”

NOVA SCOTIA.

HALIFAX SCHOOL FOR THE BLIND.—The twentieth annual report mentions thirty-one pupils in attendance,—twenty-two boys, nine girls. The school department has kindergarten classes, and pushes instruction so far beyond the common school branches as to include algebra, geometry, physiology, English literature and composition, and Greek history. Pencil-writing as well as Braille is taught. Nearly all the pupils have piano or organ lessons; and there are classes in vocal music, in theory, and in the Braille musical notation. Some of the young men are systematically trained as piano-tuners, others are taught cane-seating and willow basket-making; while the girls learn sewing, knitting, and fancy work. Gymnastics have a place in the physical training.

OREGON.

OREGON INSTITUTE FOR THE BLIND.—The seventh biennial report of this school for the period ending Jan. 1, 1891, shows fifteen pupils then under instruction, of whom seven are under twelve years old. The school seems to be well provided with appliances, having a library of four hundred books (mostly in New York point), a piano, organ, maps, and apparatus. The type-writer is mentioned as a valuable auxiliary in the work of the school, and likely to become a means of support to many blind persons. There are but two of the pupils who do not yet write their own letters by it. Net and hammock making have been introduced, and such arrangements have been made for disposing of the work of the industrial department as to justify the hope that it will become self-supporting.

A considerable increase in the number of pupils is expected during the present year. But the reluctance of parents to send their blind children to school, and their lack of appreciation of the privileges offered gratuitously by the State, are deplored; and the superintendent expresses a strong desire for a law in Oregon similar to that passed in the adjoining State of Washington at the last session of the legislature, which requires, *under penalty*, that all defective youth be placed in some school for special training.

Among the twenty-eight pupils who have left this school, two are mentioned as especially successful. Gilbert McGinn, who was here fitted to enter the high school in Portland, finished his course there, read law, and graduated at the head of his class, is now, at

the age of twenty-seven, practising law successfully. Fred Cooper seems to be doing equally well in a different line. He owns and conducts without assistance a confectionery and notion store, tags his goods and keeps his accounts in "point," waits upon his customers politely and expeditiously, and walks as freely about the streets, at an ordinary pace, as if he were not totally blind.

PENNSYLVANIA.

THE WESTERN PENNSYLVANIA INSTITUTION FOR THE BLIND has just published its fourth annual, which records a year of great prosperity and an auspicious opening of this new school. An estate located at 333 Forty-second Street, Pittsburg, was purchased for \$12,250,—less than half its original value,—the owner donating at the same time furniture, carpets, a piano, and books, to the value of \$2,500. The building, in many important respects, is peculiarly suitable for an institution of this character. Spacious halls extend through the centre of the house on three floors. The stairways are wide and easy, the rooms large and airy, the ceilings high, and the kitchen and laundry accommodations well adapted to the needs of the present occupants.

The school was opened for the reception of pupils on the 15th of last October, and twenty-one pupils have been enrolled. A course of literary studies was at once begun, which was soon followed by the introduction of a sewing-machine and the partial organization of an industrial department for the girls in charge of a young blind lady, whose skill and zeal are an inspiration to her pupils. A little later instruction in vocal and instrumental music was commenced.

The gift of Mrs. Schenley, of five acres of land in a desirable part of the city, and a considerable endowment fund already in the hands of the treasurer, provide generously for future growth. Means for the current expenses have been provided by the legislature of Pennsylvania, which, in response to an application of the directors, has appropriated \$27,500 for education and maintenance of the pupils for 1891 and 1892.

RUSSIA.

A PRINTING-OFFICE which stereotypes the Braille system has recently been organized and put in operation in Moscow. It is managed by a blind man.—*Valentin Haüy for June.*

SCOTLAND.

IN our March number, in connection with the Royal Blind Asylum, Edinburgh, was mentioned the Act of Parliament providing for the education of blind children, which went into effect January 1, but applied to Scotland only. Following this, a similar bill for England and Wales was presented to Parliament (to take effect, if passed, November 1, 1891), of which the following are the principal features.

It is entitled "A Bill to amend the Law in regard to the Education of blind and deaf-mute children in England and Wales," and requires "the parent of a blind or deaf-mute child to cause such child to receive efficient elementary education in reading, writing, and arithmetic." If the parent is unable to pay the expense, it then becomes the duty of the school board, or the school attendance committee, to provide for this elementary education and industrial training in some school or institution approved by the Education Department, and also for the conveyance of the child to and from such school or institution. The costs are paid out of the school funds; and, if the parent is able, he is liable to contribute to this expense. If the parent, "from any other cause than poverty," neglects his blind or deaf-mute child and allows him to consort with disorderly persons, an attendance order must state the school or institution which the child shall attend, the cost of such attendance and conveyance to and from, and the parent will be required to meet these expenses. Payments under this act for the education of a child do not disfranchise the parent or subject him to any disability. Religious persuasions are to be regarded and arrangements made, as far as possible, in conformity therewith, and "a child shall in no case be compelled to receive religious instruction contrary to the wishes of its parents."

"Every school or institution to which a child is sent in pursuance of this Act shall be at all times open to the inspection of any of Her Majesty's Inspectors of Schools."

"A child in this Act means a child between the ages of five and sixteen years."

SWITZERLAND.

THE ASYLUM FOR THE BLIND, LAUSANNE.—The report of this establishment for the year 1890 is at hand. Like many educational institutions, it has its three departments, only two of which, however, correspond to the usual divisions. These departments are

the "institut," or school proper, the workshop, and the ophthalmic hospital. The children are taught the French and German languages, sacred and general history, arithmetic, geography, reading, writing, natural history, the theory of music, singing, gymnastics, and handicraft. A few pupils have piano, organ, and harmonium lessons. For the last two or three years of their school-days the boys serve a regular apprenticeship in the shop, the girls perfect themselves in female handicraft and caning chairs, while those who have manifested marked musical ability receive such training as will enable them to make this profession profitable. The pupils of both sexes occupy the same school and dining rooms, and therefore exists the greater need of a careful observance of the rule that pupils shall leave the school at the age of eighteen. The boys continue their apprenticeship in the shop, but must now provide their own homes; and, to assist them in so doing, the managers have made an arrangement with a neighboring householder to board and lodge them at a reasonable price. For the girls the means of self-support is lacking; and they are sometimes allowed to remain in school another year or two, after which they return to their homes, or, having none, they are assisted, from a special fund, to board respectably in the country. The school numbered twenty-eight pupils — fifteen boys and thirteen girls — at the close of the last year.

The workshop receives men who have lost their sight in later life, as well as apprentices from the school. Basket-work, turning, and chair-caning are its chief industries. A new shop is in contemplation, with a story over the basket shop to allow room for the introduction of a new industry; for basket work now sells so poorly that some other trade must be thought of. Dec. 31, 1890, the shop employed fifteen workmen and apprentices living outside and four apprentices who were still pupils.

The third, but by no means the least important, department is the ophthalmic hospital, which, with thirty patients under treatment Jan. 1, 1890, has received 540 cases during the year, of whom 376 have been cured and 117 improved. A special department for operations has been organized, and the hospital has now become a school for scientific teaching.

The director, M. Secrétan, counts it a serious mistake to consider the duty of an institution ended when the pupil leaves school; and an interesting feature of this report is his discussion of the need of suitable provision for aiding past pupils to become and to

continue self-supporting, and especially for extending such facilities to young women for whom no provision has hitherto been made.

Another interesting chapter is the special report of Dr. Dufour upon the ophthalmic hospital.

TURKEY.

THE minister of public instruction of the Ottoman Empire is organizing a class of blind pupils in the building occupied by the school for deaf-mutes. The number of blind in Turkey is considerable.— *Valentin Haüy for June.*

EDITORIAL NOTES.

THE *Pall Mall Gazette* (London, Eng.) announces the success of Mr. T. B. Dowdeswell, a former student at the College for the Blind Sons of Gentlemen, Worcester. Mr. Dowdeswell has recently obtained a third class in Theology at Oxford.

William Stewart, who lost his sight in 1885, afterwards entered the Ontario Institution for the Blind at Brantford, studied law, and, at a recent examination for admission to practise as barrister and solicitor at Toronto, he stood at the head of his class. His success has won deserved admiration, and will be an inspiration to others.

* * *

WE have just received the first number of *Playtime*, a periodical for young readers, edited by F. Nevill and printed by the British and Foreign Blind Association, London, Eng. It contains the first chapter of "Bob and Alec," which is now published in Braille with permission of Harper Brothers.

* * *

MR. HOLSTAD, of Aberdeen, S.D., has invented a point-writer by which the writing is done from left to right, like the reading. The base, or board, is $13\frac{3}{4} \times 16$ inches. The instrument proper

consists of seven buttons, or keys, on a little box, $3 \times 4\frac{3}{4}$ inches. The buttons are arranged thus: 8 8 8. The six keys in the two rows represent the six points used in forming the letters, the lower key being the spacer. This box moves horizontally on two rods so as to allow spacing between letters and words, and the frame to which the rods are attached moves vertically for line spacing. It weighs about $3\frac{1}{2}$ lbs., but could be made smaller and lighter and yet have the same capacity. It is made for writing New York point, but can be more easily arranged for Braille, of which the spacing is much simpler. The inventor thinks the machine can be made for \$5, possibly less.

We regret that the point-writer brought out in England, a specimen of which was sent us a few months ago, was not a success. Being made chiefly of wood, it was seriously affected by changes of climate, and from working imperfectly at first it finally failed to work altogether. The manufacturers have made some important changes in its construction, and, by substituting iron in place of wood, they are making a much smaller and lighter machine. These changes have increased the cost of the machines to \$20.

We still await with much interest the appearance of Miss Sthreshley's punctograph mentioned in our March number.

* * *

THE *South London Press* (England) of June 13, contains an illustrated account of a new writing appliance invented by Mr. J. H. Hill, of 20 Colwell Road, East Dulwich. Mr. Hill, whose own lack of sight impressed him with the need of some assistance for writing the ordinary current hand, has devised a tablet which consists of a brass plate with lines upon its surface sufficiently embossed to guide the writer. The paper is firmly held in place by a clip at the top, like that in the interlining Braille tablets, and by an elastic band at the bottom. This has the merit of great simplicity with slight danger of getting out of order.

THE MENTOR

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MUSICAL EDUCATION OF THE BLIND: ITS ORIGIN, OBJECT, REQUISITES, METHOD, AND RESULT.

BY MAURICE DE LA SIZERANNE.

CHAPTER II. (*Continued*).

UNDER these last conditions (when the course of study must be completed in nine years), some people, who know nothing of what a true musician ought to be, will ask in bewilderment, What time is left for manual labor and intellectual training? Very little, indeed. First, as to manual labor. It is Utopian to suppose we can turn a blind man into a good workman as well as into a thorough musician, especially in the space of nine years! We must not forget that we ought not to overwork the blind during the period of their education. We must allot plenty of time to outdoor sports, to gymnastics, and to all that conduces to their physical development. In fact, the blind need robust health, in order to succeed in the struggle of life, even more than the sighted do. We can only teach them, as a recreation, and to make them handy with their fingers, some very simple manual work, such as netting, sock-making, knitting, etc. But it is an occupation, not a profession, which they thus acquire.

As regards intellectual culture, it would be well if we were able to give a thorough culture to all musicians, especially to those who are blind; for nothing would help more

than this to give them a good position in the world, and to procure them admission into cultivated society. But it is surely more important that they should be competent musicians. It is quite plain, therefore, that, unless they are to be a mere waste of time, musical studies must take up the best part of the pupil's time and energies. It is a pity, but it cannot be helped; and I would ask those who regret the fact to remember, for instance, what takes place at the school for sacred music founded at Paris by M. Niedermeyer.

The object of this institution is to form good organists. There is no exact limit to the period of residence. Young men come there already acquainted with the elements of music. Moreover, they can see; that is to say, they have a powerful instrument for learning which the blind have not. They have no need to learn by heart, and, when they learn a piece, they begin to retain it as they read it, which is a considerable saving of time. Lastly, they do not learn to play orchestral instruments, and do not pass through an apprenticeship in tuning and repairing pianos. Well, the pupils of this school have only two hours a day to give to intellectual culture. The principal, M. Gustave Lefèvre, a very capable man, told me himself that he saw no possibility of extending the time for these studies without imposing on his pupils a strain which would greatly interfere with the success of their musical studies, which form the principal object of the institution and justify its existence.

Such is the training given to the sighted who are daily competing with the blind. Would it be rational to expect success for the latter if we will not give them a training at least equal to that of their rivals? And, on the other hand, is it rational to produce blind musicians, if there is no good ground for hoping that they will compete successfully with their rivals? As long as we have only nine years in which to transform an untaught blind child into a thorough musician, we must resign ourselves to including

in our intellectual curriculum nothing but what is indispensable, such as religion, grammar, arithmetic, geography, and history; but we should not travel far beyond what belongs to the geography and history of our own country. We should teach little, but require that little to be learned thoroughly. Then, by frequent, well-chosen, and connected readings, which are as much play as work, we can introduce to the minds of our future musicians the treasures of literature and art. Thus at some future period, if he has the time, a blind musician equipped with this intellectual culture—not extensive, but well digested—will be able, with this solid foundation, to work at increasing his store of knowledge; while if, with but little time to devote to it, we try to teach him at school a little of everything, he will know nothing, and will leave school, retaining, for example, scraps of geometry, but unable to do a sum in division or to compose the simplest letter grammatically and free from gross blunders in spelling.

It is not assuredly that I am opposed to intellectual culture, especially for the blind, whether musicians or not. But we must be practical, I repeat once more; and this intellectual culture cannot be carried far until the day comes when a blind child shall receive a good education from the age of six, and shall spend fourteen or fifteen years in schools which are well organized, carrying out a well-graduated and systematic curriculum.

Having thus discussed the training which should be given to the blind who are to become thorough musicians or artists, we must now see what sort of training should be given to the fourth class of musicians whom we may produce. We are here dealing, it will be remembered, with those blind who are susceptible of a certain amount of musical culture, without, however, being able to attain to a complete mastery of the subject, and who should be made to study music rather as a trade than as an art. In such cases, then, we should give a practical training and one well adapted to the capacities of the individuals who re-

ceive it. Here the object is to train organists and choristers to perform in country churches and charitable institutions, such as hospitals, orphanages, and asylums. To discharge these functions well, it is not necessary to be familiar with grand classical music, or to be able to interpret a sonata by Beethoven, a concerto by Chopin, or a fugue by Bach, seeing that this grade of musician will never be required to perform such works. As for Bach's fugues, it would not be possible to perform one on a harmonium or second-class organ without a complete pedal key-board, such as is generally found in the aforesaid churches and chapels.

No: what is needed is a knowledge of *solfeggio*, since it is always necessary to know enough of harmony to play an accompaniment (simple, and without much classical delicacy) to the air of a canticle or song, to be able (if possible) to compose a short chorus, a canticle, or song,—of course a very simple one,—to be able to extemporize a short prelude, and, lastly, to accompany a plain song. Performers of this calibre should carry in their heads a stock of pieces which are easily played or sung with the piano or organ,—the best-known hymn-tunes, which are everywhere in request, and the plain song in daily use. It is essential that these musicians should have been well practised in accompanying church services, plain song, hymns, etc.

All this requires neither great musical capacity nor brilliant execution. But musicians of this class require, above all things, a preparation carefully devised for this special purpose, and a curriculum different from that which must be gone through by musicians capable of becoming organists in important churches, teachers of music in a town or in a school,—in one word, “artists.” Is it possible, indeed, to place in the same classes or to impose the same curriculum on these two kinds of musicians, who must interfere so much with one another? Is not the teacher inevitably drawn to those pupils who are capable of learn-

ing music in its entirety? Does he not, in spite of himself, neglect the others, who, on their part, are tempted, by their own sense of pride, to imitate as far as possible their more gifted school-fellows, who receive most attention from the teacher? Then they get conceited, exert themselves to compose classical pieces of their own, to extemporize in grand style, to play concertos which they thrum on the piano, and fugues which they murder on the organ. All their time is spent in useless efforts. They take several months to learn one of these pieces. Sometimes they are deluded by an appearance of success. It is a *mirage*, which gives them a fatal encouragement. Years pass away; and, when they leave school, they are failures,—that is to say, they are unfit to hold any place of importance, and ignorant of what they ought to know in order to fill one of the humble posts of which I have already spoken. And I have here dealt with the case of energetic pupils, who have a sense of pride, and wish to imitate their more gifted comrades; but there are not many of that class. Seeing themselves, for want of marked ability, relegated to the lowest class, knowing that they cannot aspire to a prize,—hardly even to come in third,—and, although the class is not numerous, they get discouraged and give way to idleness. Yet these self-same pupils, if placed in a special class with a well-arranged curriculum, and receiving attention from a master who, at least in the class-room, cannot freely draw comparisons, which are humiliating to his pupils, and a constant temptation to himself,—these pupils, I repeat, will have a better chance of becoming musicians,—in a humble way, no doubt,—but thorough as far as they go, and quite capable of filling posts suited to their capacity. In a word, they will not be failures, and will earn a respectable livelihood.

In order to give a thorough musical education, we want thorough teachers. This seems a mere truism; but what is meant by real teachers? This must be clearly defined.

When a musician has only to teach a young lady to play

a waltz at a family party, it is enough for the master to be an ordinary pianist and to be able to give some slight explanation of the method of playing. But it is quite another thing when the teacher has to form musicians who are to become teachers in their turn. All the knowledge which we have found to be necessary to enable a blind musician to succeed ought to be possessed by whoever it may be who is charged with his professional education. Neither *solfeccio* nor harmony should have any secrets from him; and, if it is his business to teach composition and extemporizing, he must understand counterpoint and fugues, and must himself compose with taste and method. He should be acquainted with the works of the great masters, with the history of music, and with musical literature. As a performer, such a teacher should have a real talent for playing on the instrument which he has to teach. Whether on the piano, the organ, or any other instrument, his execution should be faultless, his taste pure, and formed by listening to great performers.

It is often found in schools for the blind, which aspire to form blind musicians, that the title of "teacher" is given to persons whose musical culture is very far from adequate. It is either a person who has a certain manual dexterity on the score of which he passes himself off as — and believes himself to be — a master of the art, or else it is a pupil who, having a fair natural capacity, has learned to perform with spirit, and who has been appointed monitor. This young man (or woman) has never properly understood, or, at all events, is not abreast of the musical movement of the age; and he will revolve in a fatally narrow circle. Such persons will pass their lives conscientiously believing themselves fit to be good teachers, and imagining that they are forming good pupils, when, in fact, they are only inferior teachers forming pupils inferior even to themselves. They do not lack good intentions or devotion; but, unhappily, these qualities are not sufficient. Take a pseudo-pianist whose play is harsh and jerky, and

who plays affectedly, doubtless because this is his conception of music. Well, he may have all the zeal in the world; but that will not prevent him from imparting to his pupils his own style of playing. They will have no misgivings; for no one will care to say to them, "You have such and such faults," especially as it would be quite useless to do so, as an inveterate habit is not easily given up. Other schools, appreciating this danger, get from the best teachers in the town a few lessons a week,—lessons which each pupil takes in his turn. Then the best pupil is appointed tutor; and, by this plan, which is thought ingenious, while it is certainly economical, people think that they have solved the problem how to produce good musicians at a cheap rate.

But what is produced? The sighted master suddenly appointed teacher of the blind has no idea what they can do. He has never studied the Braille notation: he is not even required to know it. Yet he *must* know it in order to check the statements of his pupils and correct their tasks. (There are some who have had the courage to study this notation of their own accord; but such instances are rare. They may be counted on the fingers, and deserve our best thanks.) Such a sighted master, then, readily believes that what his pupils cannot manage to do is beyond the reach of the blind;* and he is satisfied with a very poor standard of attainments. Then one great objection is that, knowing that blind schools have recourse to a sighted master to give lessons on the piano, for instance, the public fall into this very natural and logical train of reasoning: if in a blind school a sighted master is required to teach music to the blind, it is not to be supposed that a blind man can teach a sighted pupil to play on the piano. The consequence is that in these towns, and often in their neighborhood, it becomes impossible to obtain employment

* The National Institution at Paris, in the sixty years during which it has seriously undertaken musical education, has made almost every kind of experiment. It has often had directors who have tried to substitute sighted for blind teachers; and every time, after making the experiment, they have returned to blind teachers.

for blind teachers. This being so, I repeat the question which I have already asked more than once,— Why produce blind musicians? In order, then, to give a real musical training to the blind, we must have first-rate teachers, thorough masters of their art, and abreast of the age, who know both what is the average capacity of real musicians and what can be made of blind pupils well taught and placed in favorable conditions for study. . If these teachers are blind, so much the better; for experience has proved that the blind can teach the blind better than the sighted can.

(To be continued.)

THE BLIND IN SWEDEN.

BY ELLEN KEY.

I.

THE instruction of the blind in Sweden was introduced by P. A. Borg, who in 1808 founded an Institution for the Blind and the Deaf and Dumb, which began by taking in fourteen pupils. This institution was subsequently enlarged by contributions from the State. In 1812 the freehold of Manilla, near Stockholm, was bought, and a magnificent building was later erected on the spot. Until 1878 the blind and the deaf and dumb were here together; but at this time it was found necessary to provide separate homes for them, and the blind were removed to a temporary home in Stockholm, until their own splendid Institute at Tomtebodå (ten minutes by rail from Stockholm) was ready to receive them, in 1888. This establishment at Tomtebodå is a great mansion, built at the expense of the State, which keeps up the whole. The pupils only pay 300 kroner (about \$80 a year). About seventy pupils, boys and girls, at present receive instruction there; but there is room for a greater number. The new institution at

Tomtebodas corresponds to all modern requirements as to space, sanitary arrangements, cleanliness, and cheeriness; and the whole is conducted with great skill and precision by the director, Dr. Kerfstedt.

Pupils are taken in not later than at the age of twelve. The classes are six, and the instruction corresponds with what the children learn in our common schools. They are taught religion, the mother tongue (comprising readings from our principal poets), arithmetic, geometry, geography, history, and natural history. Their sense of form is trained by teaching them to model in clay. They are also taught to sing both plain song and part songs, and to play the organ, the pianoforte, and the guitar. As yet, however, music has only been a means of recreation, nothing more.

The library, the maps, and all other objects for facilitating the instruction are very good. A splendid hall for gymnastics is also found at Tomteboda. In the workshop the boys are taught basket, rope, and brush making, with very good results; also carpentry and joinery. The girls learn knitting, crochet, netting, needlework, etc.

At the last census the blind in Sweden numbered 3,356. Besides the institution at Tomteboda, the State, in 1884, founded a school at Vexjö, where children from six to nine years of age are received and prepared for the higher institution at Tomteboda. The number of pupils is about thirty. In the same year (1884) a school for *grown-up* blind persons was opened at Kristinehamn. Here the blind adults are taught reading and writing, and the above-named ordinary trades for the blind. Here, also, the number of pupils is thirty. The results of the instruction seem to be very good. Several of the men and some of the women have already made use of it toward supporting themselves, according to their own letters to the principal, with whom they seem to keep up a friendly and constant intercourse. Many of these persons have possessed and lost their eyesight, which makes them doubly grateful for the alleviation of their sufferings given them by the

school. The women are more seldom able to support themselves than the men, for their kinds of work are less paid. But, after receiving instruction, they are, however, well able to contribute toward doing so.

Private philanthropy has also been active in the service of the blind. In 1885 an Association for the Welfare of the Blind was formed. Its object is to collect information about the blind; to place them in the institutions or to provide private teaching for them; to help them to support themselves by procuring materials and tools and assisting them in the sale of their work; to spread pamphlets on the Prevention of Blindness, and so on. This Association has founded a Home for eight blind women, and opened a shop for the sale of the work of the blind.

Another Association has also founded a Blind Men's Home which provides them with a workshop, with work, and either lodging or help toward it in money.

The late Princess Eugénie (the sister of the king), herself an invalid, who was a true and tender friend to all sufferers, has founded a Home for six aged blind women above seventy years of age. She has built a nice little house, where they are well looked after and cared for.

All these institutions are situated in Stockholm, in which place the blind themselves (1889) have founded an Association for mutual help and encouragement. In 1890 this Association began the publishing of a periodical, printed in raised letters (Braille type). In our large commercial city, Göteborg, there also exists (founded in 1889) a school for the blind similar to the one at Kristinehamn. As yet, only nine pupils at a time have received instruction there.

Lastly, we have to mention the work of a private person for the good of the blind. Miss Anna Wikström, a lady in Stockholm, herself blind, has devoted her heart and soul as well as her fortune to the service of the blind. During the last twelve years she edits and prints herself a series of good books for the blind (in Braille's type), and also a

periodical for the blind in the same type, containing poems, biographies, religious essays, and information on subjects of special interest to the blind. This publication has brought her in close communication with many blind persons; and she has thus found out the urgent want of a school for blind female adults, to whom the gates of the institutions were closed. This led Miss Wikström to found, in 1884, in the university town of Upsala (two hours by rail from Stockholm) a school for grown-up girls, where they receive instruction, board, and lodging quite free of charge.

GERMANY'S BLIND POET.

THE SEVENTIETH BIRTHDAY OF HIERONYMUS LORM.

• [*From the New York Tribune.*]

BERLIN, August 15.

NOT since the days of Milton has a poet been visited with such a terrible affliction as Hieronymus Lorm, who celebrated the seventieth anniversary of his birth in Dresden a few days ago, amid the homage and congratulations of his admirers and friends. But even Milton's lot was mild compared with that of the "patient prophet of Austro-Germany." The creator of "Paradise Lost" could still find joy and consolation in the strains of "Music, heavenly maid," and the voices of his friends. But poor Lorm is deaf as well as blind. Since his fifteenth year he has heard no sound. His long life of affliction and deprivation, however, has been full of beauty, and is pregnant with glorious lessons to all mankind.

When it was still the custom in Germany to compare literary lights, men were prone to call poor Lorm the "German Leopardi, singer of pessimism." The name has clung to him ever since those days, although there is little in common between him and the Italian writer, save their afflictions. Lorm early learned the philosophy of resigna-

tion, unlike his battling, discontented colleague. Melancholy tones are heard, too, in Lorm's poetry; but they are momentary, and give way to "glad, hopeful music." Pity in the face of his endeavors and successes is not the uppermost feeling in one who surveys the shrivelled form of Lorm. It is rather admiration,—admiration for his victorious fight against fate, admiration for his optimism, admiration for his successes. His career, indeed, is inspiring.

Hieronymus Lorm was born as Heinrich Landesmann in the small, beautiful Mikolsburg in Southern Austria, the son of Jewish parents. When a mere sickly child, his father and mother removed to Vienna, where the future poet began his education. On the threshold of young manhood, however, when fifteen years old, he was afflicted with a disease which confined him for a year to his bed. When he recovered his strength, his hearing was gone and his eyes were almost blind. For a time the unhappy youth was inconsolable. He regretted, above all, the compulsory renunciation of books and the permanent interruption of his cherished studies. But the deep love of a tender mother preserved him from melancholy despair. Under her care his burdens gradually grew lighter, and he resigned himself to his cruel destiny. His patience was truly Job-like, his perseverance was almost marvellous. Ambition awakened within his breast, and he longed, strange to say, to play an influential part in political history. He conquered. With iron energy and Heaven-sent perseverance he succeeded in overcoming almost insurmountable difficulties, in acquiring deep knowledge, and in winning the esteem of men who were glad to be his companions. In 1846 Lorm entered the literary and political arena with his "Politics of Vienna," a bitter philippic against the Metternich system in vogue at that day. The minister's agents, in consequence of the attack, made Vienna unpleasant for Lorm. He removed to Berlin, but returned to the imperial city on the Danube in the revolutionary days of 1848. His pen

never rested. His journalistic, philosophical, and literary contributions made his name widely known and its owner influential. His political talent manifested itself also soon after his return to Vienna. Strange to say,—for it is strange, considering his bodily afflictions,—he fell in love. Stranger still, perhaps, his love was returned by the beautiful girl to whom he sang:—

“Ich liebe Dich! Mit schmerzlicher Geberde,
Erheb' ich über Dich die Hände.
Ich fühl's, wie bald ich Dir entfliehen werde,
Erhörung sieht das Wort nicht, das ich sende.
Nur wissen sollst Du, Herrlichste der Erde,
Dass Du den Trost in einem Menschen ende.”

In 1856 Lorm led to the altar the one woman who had inspired his deepest feelings. She has been a faithful, loving wife, and a devoted mother to his children. She shared, too, in the homage given her clever husband. To her he owes much.

Soon after his marriage Lorm published his “Anecdotes of a Returned Wanderer” and “Short Stories.” In 1853 he removed to Dresden, which ever since then has been his home. There, too, he has been an indefatigable worker. Poems, novels, and essays have appeared in profusion from his pen. Only two years ago he won a literary prize with his “Head-covering of the Madonna.” His poems have been published in several editions, and his philosophical works form a part of the famous library of the “Society for the Spread of German Literature.” Indeed, among the pleasant surprises to the aged poet on his recent birthday was the issue of a new and complete edition of his works on the part of his publishers.

Despite his age and trials, Lorm is still comparatively hale and hearty, and another decade may roll by ere he is “gathered to his fathers.” In his quiet, pretty home in Dresden he is the centre of a loving family and the object of veneration to many friends.

“Regularly at a certain hour in the afternoon,” wrote

his former secretary recently, "I entered his room. It was unnecessary to knock because he could not hear. Neither could he see me approach him, for he is blind. He lay upon the sofa in the dark room, surrounded by thick clouds of smoke from his Havana. At first it was impossible to see the poet. But gradually the small, dear man, with the shaggy silver hair, full beard, and the wonderfully tender and helpless line about the mouth, came into view. As long as I would stand before him, he could not know that any one was near him. In his left hand he carries a leather band to facilitate communication. Only by touching his hand could he learn of my presence. The code is simple. The vowels are represented by slight raps upon the five finger tips. Certain combinations, easily learned, make the consonants, and one soon becomes able to converse with the interesting man. Reading to him is more difficult, as only one of the lector's hands can be used in 'telegraphy.' The poet is a master in chess."

Thus lives Hieronymus Lorm, "the reasonless optimist," as he calls himself. No man, possibly, has celebrated life's traditional limit with heartier, truer wishes for continued strength than he. The Germans and Austrians love him,—less, perhaps, for his works than for the example and lessons of his noble life.

ANNUAL CENSUS OF DEFECTIVES.

THE MICHIGAN SYSTEM DESCRIBED.

THE collection and publication of reliable statistics of population, occupations, climate, productions, commerce, education, and other matters of general interest, is a recognized duty of government. In most enlightened communities certain specific information, as that relating to education, transportation, the valuation of property, etc., is collected and printed annually under public authority; and in the State of Kansas the inhabitants, as well as

their possessions, are counted yearly, while throughout the Union a thorough enumeration is conducted by the general government in the last year of each decade, and in many States is supplemented by an intervening decennial census.

Partly from motives of self-interest and partly from sentiments of benevolence, laws and appropriations for the care and benefit of certain dissimilar and relatively small classes of inhabitants, known as the defective, dependent, and delinquent classes, have become a part of the settled policy of the various States and nations of civilized men. For the intelligent guidance of the needful legislation relating to such persons, and for the wise direction of private philanthropy as well, the usual decennial censuses supply valuable data.

In Michigan a yearly census of the blind, the deaf, and other classes of defectives, is taken by township and ward officials at the time of making the assessment of property for purposes of taxation; and an abstract of the statistics thus collected is compiled and published by the Secretary of State at Lansing. Although decennial censuses, State and national, have shown the information gathered by this method to be incomplete as to the total number of such persons in the State, yet its specific character, its ready accessibility, and its approximate completeness as to the individuals reported are such as to render its indications instructive and useful; and, could the same system be extended to a much greater number of individuals, as would be done by its adoption in the more populous States of Massachusetts, New York, Pennsylvania, Ohio, Indiana, Illinois, Iowa, and Missouri, and the Canadian province of Ontario, the practical value of its results would be enhanced.

The provisions of law in force in this State respecting the annual enumeration of defectives may prove of interest to some who may wish to promote the enactment of similar statutes elsewhere; and, for their convenience, the same are here presented in full.

An act (No. 109) approved April 17, 1873, as amended March 25, 1875, and again April 9, 1881, and the supplemental act (No. 70) approved April 8, 1875, being Sections 848 to 850 of Howell's "Annotated Statutes of Michigan," are as follows:—

SECTION 1. It shall be the duty of the supervisor or assessor of each township and ward in this state, at the time of making his general assessment and assessment-roll for his township or ward in each year, to ascertain and set down in a blank prepared for that purpose the names of all insane, deaf and dumb, dumb, blind, epileptic, and idiotic persons in his township or ward, showing the person's age, general health, habits, and occupation; the kind, degree, and duration of such affliction; the sex; whether married or single or widowed; the time under medical treatment; the pecuniary ability of the person thus afflicted, and of the relatives of such person liable for his or her support; whether supported wholly or in part by the public, and such further information relative to these classes of persons as may be thought useful. Such supervisor or assessor shall deliver said blank to the county clerk of his county on or before the first day of June, and the county clerk shall forthwith transmit said blank to the secretary of state, who shall present an abstract of the information thus obtained to the governor on the thirtieth day of September, or as soon as practicable thereafter.

SECT. 2. The secretary of state shall, as soon as practicable after the passage of this act, transmit to each county clerk of this state a sufficient number of copies of this act to furnish each supervisor or assessor of his county with one; also, a sufficient number of blanks to be prepared by him, to be used in carrying out the provisions of this act. The county clerk of each county shall on receiving the same immediately distribute said copies and blanks to the supervisors or assessors of his county. The secretary shall each year thereafter, before the first day of April, transmit to each county clerk a sufficient number of blanks to be distributed by such clerk to the supervisors or assessors of his county, to be used in carrying out the provisions of this act.

Section 3 repeals joint resolution No. 46, of April 3, 1848, p. 463, relative to statistical information of the insane, deaf, dumb, and blind:—

SECTION 1. *The People of the State of Michigan enact*, That it shall be the duty of the county clerk of each county to make and forward to the trustees of the institution for the deaf and dumb and the blind, on or before the first day of December of each year, on blanks to be furnished by the secretary of state for that purpose, a copy in detail of so much of the statistical report of each supervisor or assessor as is required by an act to provide for the collection of statistical information of the insane, deaf, dumb, and blind in this state, etc., being act one hundred and nine of the laws of eighteen hundred and seventy-three, approved April seventeen, eighteen hundred and seventy-three, as relates to the deaf, dumb, and blind in each county respectively.

The organic law of the Michigan School for the Blind (Act No. 250, approved May 31, 1879, Section 22, being Section 1876 of Howell's "Annotated Statutes") provides as follows:—

SECTION 22. It shall be the duty of the secretary of state to make and forward to the superintendent of the Michigan School for the Blind, on or before the first day of November of each year, on blanks prepared for that purpose, a copy in detail of so much of the statistical information received by him by virtue of any law of this state as relates to the blind.

It is the writer's intention in the near future to give a summary of statistics gathered by the method above described.

A. M. SHOTWELL.

Concord, Mich.

THE BLIND OF THE LONDON BOARD SCHOOLS.

To THOSE children who pass from the instruction given in the London School Board classes for the Blind, after fairly regular attendance, and consequent progress, up to the age of eleven to fourteen, the immediate future is tolerably secure. For all these the chances are greatly better than if they had been allowed, on the plea of imperfect sight, to run at large in the streets or to sit idle at home.

Many parents, especially of partially blind children, have their own views for their profitable employment after the compulsory age is passed, and carry them out at once.

Where advice or practical help is needed, we do our utmost. The zealous and experienced assistants, from their direct personal and local knowledge, can do more than any one else in this way; and errand-boys, nurse-girls, and bootblacks are the outcome.

For those with less or no sight, counsel is given and help rendered in the direction of one or another blind school, where they can learn the handicrafts taught to the blind.

The most promising children are certain to obtain scholarships at the Royal Normal College for the Blind or at its Preparatory School; and, once within the sphere of those advantages, industry and the desire to improve will enable them in due time to become useful and more than self-supporting members of the community.

Unfortunately, in too many cases, for those who are placed in institutions for the blind to learn handicrafts, the evil day is only postponed. How shall they earn their living by their trade when they come out?

A very few continue in the workshop as journeymen. What of the others? A partial answer might be obtained by questioning the blind street or public-house singers or the blind readers in sheltered corners.

Especially does the inability to find remunerative employment by handicraft apply to those who are sent into institutions at too early an age. In such schools the time is limited to six or eight years at most, but is often less. A lad entering at twelve is but a lad when his time is up, not yet mature enough to face the world and compete in the labor market.

If ever London is provided with well-managed and adequately equipped workshops, where blind men and women can obtain employment or can be aided to dispose of the

products of home industry, a very urgent and important step will have been taken in the interests of the blind.

M. C. GREENE.

London, Eng.

SUCCESSFUL BLIND MEN:

FREDERICK W. SPENCER.

THE San Francisco *Weekly Commercial Record* of July 30, contains some character sketches of prominent business men of that city, among whom we find the name of Frederick W. Spencer, who, notwithstanding the hindrance of lack of sight, has attained an enviable success. Of its extent, and of the respect and esteem in which he is held by his fellow-citizens, some idea may be gained from the following extracts:—

From a business standpoint, we know of none with a better or more successful record. It is not very many years ago since he began among us. He had neither wealth nor influence then. To-day he is, comparatively speaking, a man of means, the owner of fine farming lands and vineyards, and interested by considerable outlay in mining property and suburban real estate. His San Rafael residence alone cost into the five figures, and in the music trade here his house is a representative one. Such a record as this any man might well feel proud of. . . . He was only eighteen years of age when he made the venture here on his own behalf, and the intervening years here have certainly been rich in reward. After he had been here about five years, he opened his own house. For several years he was located on Fifth Street, near Market. There he built up name and reputation. Four years ago, on the completion of the present Bancroft Building, he removed there, as his increasing business called for larger space. Than his we have not to-day in our city finer piano ware-rooms. His investments in outside enterprises have been very judicious. He is largely interested in lands in different parts of the State. He owns fine orchards in Fresno and San José, and his raisins and fruits are among the best in the State. He is president of two important mining companies. He also owns much valuable

real estate in San Rafael. Mr. Spencer has always shown himself a liberal, public-spirited citizen, and in our progress takes warm interest; for he is certainly as much attached to our State as any man among us. A refined man in all things, courteous, genial in manner, he is highly esteemed by those who know him, and respected for the high principle that governs in all his actions.

CAROLINE RHODES.

THE subject of this sketch was not rich, beautiful, remarkably intelligent, nor very young, but a very commonplace blind girl. Why then parade her in print, I hear some one say. Read on, and see. The first time I met Caroline Rhodes was upon her introduction to the school for the blind. She came from a poorhouse, and her appearance was anything but interesting. Her only outer garment, by courtesy called a dress, was made of three kinds of coarse material. Her parents were dead, and her only near relatives, upon her becoming blind, had put her upon the county, feeling too poor to feed and clothe for life one whom they supposed would henceforth be unable to do anything for her own support. She was twenty-four years old, and, having been unaccustomed to literary pursuits, she made slow progress in her classes. In the work-room she did a little better. But for a time she seemed to have no aptitude for anything in particular. The first thing that attracted favorable notice to her was her evident gratitude, modestly expressed, for any kind service done her. She did not receive such service as a matter of course, but in an unobtrusive way showed her appreciation of the kindness. She also had great perseverance, and after long and severe trial learned to read. After a while it was discovered that she was fond of children, and she was given charge of the little girls' dormitory. At that time the older girls were required to take turns doing the dining-room work, which to many of them was distasteful. At length Caroline proposed to relieve the

others, and do the dining-room work herself. She did it so well that during the last year she was at the institution she was employed in the dining-room on a small salary. Her first visit to her friends after coming to school was to her a memorable occasion. The first morning after reaching her brother-in-law's house, her sister was greatly surprised, on coming in from milking the cows, to find the beds made, the room swept, and the table set for breakfast. She had intended to divide the vacation between two sisters, but the first one she visited would not hear of her leaving till it was time for her to return to school. When she left the institution, her sisters and half-sisters vied with each other as to which should have her live with them. If she is still living, and should she chance to read this sketch (which she probably will not), I believe she will pardon her old teacher for using her name and example for the benefit of other commonplace blind girls. I might have used a fictitious name, but it would not have been in keeping with the rest of the sketch.

OTIS PATTEN.

Little Rock, Ark.

SIGHT AND SIGHTLESS DRAUGHTS-PLAYING.

VII. OUTWARD BOUND.

ANSWERS TO INQUIRIES.

THE most voluminous treatise on checkers is Robertson's "Guide to the Game of Draughts," published by Dick & Fitzgerald, New York, price \$3 per copy. It is not wholly free from errors, as some fifty or more have thus far been discovered. The "American Draught Player" has upwards of four hundred errors. A list of most of these may be found in "Janvier's Sturges," price 75 cents. Spayth's "Game of Draughts" is a supplement to his "A. D. P.," correcting some of the play given in that work.

Anderson's second edition is out of print. The trunks of the several openings are identical with those given in

the "A. D. P." The trunk of the Bristol is unsound. It was pointed out by Mr. Adair quite a number of years ago. The most extensive problem book is Lyman's, containing over one thousand positions, price \$6. Gould's "Book of Problems" is excellent, price \$2. John Drummond published four volumes. The first and second are not in print. A revised edition is being issued by J. A. Kear, of Bristol, England. We believe them to be by far the best textbooks for beginners.

GAME I.

Single Corner.

Played between W. Gillen, Brooklyn's celebrated blind player, and Dr. A. C. Schaefer, champion of the Empire State. Gillen's move:

11-15	24-20	g 10-15	23-16	15-24	17-1
a 22-18	8-12	19-10	12-19	28-19	27-31
15-22	c 27-24	6-15	27-24	23-27	21-17
b 25-18	f 10-15	21-17	9-14	22-17	31-27
c 8-11	24-19	3-7	18-9	7-10	17-14
29-25	15-24	32-28	5-14	i 20-16	
4-8	28-19	h 1-6	25-21	11-20	Drawn j
d 26-22	7-10	17-13	19-23	19-15	
12-16	31-27	16-19	24-19	10-19	

[EDITOR'S NOTE.—A. This forms the opening. B. 26-17 would be weak. C. 12-16 at this point is very strong, to which 18-14 is the best reply. D. 25-22 is the usual reply, but the champion evidently made this move, hoping to lead his opponent into unknown waters. E. In Wyllie-Martin match games, the latter played 28-24 here. F. This leaves the books, Spayth's supplement gives 9-13. G. This regains the "move." H. A good move. I. Looking for a draw. J. A fine record of tactual skill.]

Since the advent of the classification and nomenclature of openings, the advance made in the unfoldment of the mysteries of the science has been very marked. The results reached in so brief a period demonstrate the utility of these divisions, and it seems somewhat strange that no similar arrangement has been effected in the problem department.

These compositions, which now aggregate thousands, are an unassorted mass of possibilities, by far too numerous for the average mind to mentally foresee and avoid, with the exception of the four standard positions known as 1st, 2d, 3d, 4th.

The late C. M. Wilder, draught editor of the *Chelsea Public*, made some effort to simplify the study of positions by grouping those which had a like appearance upon the board; but the attempt did not meet with much favor. Mr. Lyman, in his recent book, has systematized the problems according to the number of pieces they contain, beginning with two and two, two and three, three and three, three and four, four and four, and so on. This is a wise arrangement; but we shall endeavor to further aid students in familiarizing themselves with problem-solving by classifying and naming so many as our allotted space will permit, according to the *principle involved in their solutions*. To do this, we will separate them into regular and irregular grades of two classes each; namely, prime and composite. First grade: those in which each side has the same number of pieces. Second grade: one of the sides has more. Prime: when the solutions embody only a *single* principle. Composite: those in which the solutions embrace two or more *prime* principles.

The first example is what we shall name the "Double Corner Deadlock." By William Payne. Square 1, -7, round -5, 14, square to win.

Solution: 1-6, 5-1, 6-9, 14-5, 7-10, 1-6, 10-1, square wins.

No. 2.—The Hedge-Wyllie.

Square -3, -21, round -4, 29, square to win.

Solution: 21-17, 29-25, 17-14, 25-22, 14-9, 22-17, 9-6, 17-13, 6-1, 13-9, 3-7, 4-8, 7-2, 9-5, 2-7, square wins, see example 8.

It will be noticed that in this problem round has the "opposition or move" up to the point where the piece on 9 was forced to 5, when square gained the "move of the piece

on 8." This is what is given in the books as an illustration that it is not always advantageous to be in possession of what is elsewhere stated to be an important factor. It is one of a few exceptions to the general rule. Embracing as it does a *prime* principle, it should be as thoroughly understood as that of the theory of the move and its changes. Hence we submit the following rule:—

RULE.—When an odd number of pieces are held in cells immediately contiguous to other pieces, it changes the "move" of the remaining ones. If an *even* number of pieces be thus held, the "move" is not changed.

No. 3.—The Thorn. By Kear.

Square -2, 4, round -9, 12, square to draw.

Solution: 2-7, 9-14, 7-3, 14-10, 4-8, 10-15, 8-11, 15-8, 3-7, drawn.

No. 4.—The Pocket. Anderson.

Square 5, 13, round -30, 32, round to win.

Solution: 32-27, 13-17, 30-26, 5-9, 27-23, 9-14, 23-19, 14-18, 19-15, 18-22, 26-30, 17-21, 15-10, 22-25, 30-26, 25-29, 10-6, 29-25, 6-1, 25-29, 1-6, 29-25, 6-10, 25, 29, 10-15, 29-25, 15-18, 25-29, 18-22, 21-25, 26-30, round wins. The square piece is held in a cell immediately contiguous to the round piece, which is similar to the "Hedge."

No. 5.—The Bobbin. By Wyllie.

Square -18, 19, round -11, 28, square to win.

Solution: 18-23, 11-7, 19-15, 28-24, 23-18, 24-20, 18-14, 7-2, 15-10, 20-16, 14-9, 16-11, 9-5, 11-8, 10-6, square wins. In this, square forces an exchange and gains the "move."

No. 6.—The Arrow. By Dunne.

Square 3, 11, 14, round 20, 22, 23, square to win.

Solution: 11-15, 20-16, 3-7, 16-12, 7-11, 12-8, 15-18, square wins. In this position, the opponent's piece forms a background for an exchange.

No. 7.—The Joker. By Dunne.

Square -1, 3, 7, round -9, 12, 16, square to win.

Solution: 3-8, 12-3, 1-5, 3-10, 5-7, square wins.

No. 8.—The Boulder. By Drummond.

Square 18, -22, 28, round -7, -15, 32, round to win.

Solution: 32-27, 28-32, 7-10, 32-23, 10-14, round wins.

No. 9.—The Thistle. By Dunne.

Square 3, 10, 14, round 7, 21, 23, square to win.

Solution: 14, 18, 23-14, 10-17, 21-14, 3-18, square wins. See example in March number.

No. 10.—The Ratchet. By Dr. Brown.

Square -1, -3, round -11, 31, round to win.

Solution: 31-26, (A) 1-6, 26-22, 6-9, 22-18, 9-13, 18-15, 13-17, 11-16, 3-8, 16-12, 8-3, 15-11, 17-22, 12-16, 22-26, 16-19, round wins, (A) 31-27 draws.

This is a fine example of what may depend on a single incorrect move.

H. S. ROGERS.

New London, Conn.

AT HOME AND ABROAD.

ENGLAND.

LONDON.—The value of the work of the Royal Commission is making itself felt in the ameliorations which are provided for the blind and the deaf and dumb. In England and Scotland better provision for education and making the acceptance of such provision obligatory upon parents are important steps in advance. Now the pauper members of these classes are receiving kind and sympathetic consideration. In London the poor-law inspectors have been instructed to ascertain the number and condition of the deaf and dumb and the blind inmates of every workhouse and infirmary, and how they are cared for. They have received special directions to provide suitable recreations for them, and, if practicable, to arrange for giving them technical training in some useful occupation. It is even thought advisable that the boards of guardians throughout the country should co-operate in boarding out such inmates in suitable institutions, and thus doing all that is possible to make their lives happier.

GERMANY.

THE RHEINLAND FUERSORGE SOCIETY is an outgrowth of the Institution for the Blind at Düren, so ably directed by Mr. Mecker. This society conducts its work by a fourfold method. *First*, by a circular addressed "An die Eltern sehender und blinder Kinder," it gives directions to the parents of seeing children for the prevention of blindness, and to the parents of blind children it suggests the necessary training in early childhood; and, to insure the effectiveness of these circulars, such arrangements are made for their distribution that at the birth of a child a copy may be placed in the father's hands. *Secondly*, by a workshop established at Cologne. *Thirdly*, by a Home for women, opened less than two years ago, at Ehrenfeld. *Fourthly*, by direct efforts for locating and furthering the business prospects of each pupil who leaves the institution. The report is replete with interesting matter, of which we can here note only a few items.

The shop at Cologne employs an average of about twenty workmen, and its financial statement shows a cash balance of 507 M. above expenses. Skilful workmen earn from 15 to 18 M. (about \$3.60 to \$4.30) per week, the moderately skilful from 10 to 12 M., while the unskilful and beginners earn from 3 to 5 M. weekly.

The "Home" is established for homeless blind women who are without means of support. The inmates (some thirteen in number) are all more or less skilful, and work at brush-making, chair-seating, knitting lace, etc.; but it is not expected that their earnings alone will suffice for their support.

ILLINOIS.

ILLINOIS INSTITUTION FOR THE BLIND. Through the long summer holiday Superintendent Hall has been steadily at work improving the condition of the institution, without and within. The erection of a new kitchen and bakery—the latter provided with a rotary oven—has greatly increased the facilities of the culinary department. A covered walk and bowling alley for the girls is in progress; and a new brick building, of sufficient dimensions to accommodate fifty young men, is to be built this fall. The need of an isolated hospital was enforced by the sickness which prevailed in the school last winter; and, the necessary appropriation having been secured from the legislature, a building on the west side of the grounds, formerly used as a store-room, has been reconstructed for this purpose. To the comfort of these new accommodations for the sick will be added the luxury of the beauty and fragrance of flowers, for a conservatory is to be erected on the southern side of the hospital.

Improvements in school methods are eagerly sought. A system of map-drawing has been devised by Mr. Hall, and will be tested in the school-room this fall. He considers that the use of the type-writer affords the best drill in spelling, and he is introducing a phonograph for dictating exercises to pupils who practise type-writing. He has purchased fonts of type of the "line" letter and the "New York point" for printing miscellaneous matter for the use of the school, and he intends to push forward the practice of sight (touch) singing and playing already introduced by Professor Day.

MASSACHUSETTS.

PERKINS INSTITUTION FOR THE BLIND.—School opened September 16. The pupils returned promptly, in excellent health and

ready for work. A number of new pupils were added to each department.

The foundation of the new building which is being erected for library, music-rooms, gymnasium, sloyd teaching room, etc., was laid during the summer vacation. The walls are partly up, and the work is being pushed rapidly.

In the kindergarten the addition of three new pupils greatly crowds the dormitories, and several applicants whose cases are urgent are waiting for places. About \$31,000 has already been raised for the new building, which is sorely needed; but the trustees have decided not to commence work until the full amount needed has been raised.

MICHIGAN.

THE MICHIGAN SCHOOL FOR THE BLIND at Lansing opened September 16. Miss Andrews, who has recently received the appointment of kindergarten teacher, was promptly at her post; but the selection of a teacher for the higher branches had not then been made. The present class of little folks is very promising; and there are a great many new pupils, most of whom are quite young and very bright.

MISSOURI.

THE MISSOURI SCHOOL FOR THE BLIND opened September 9, a large number of applications indicating a big school this term.

NEW YORK.

THE SOCIETY FOR THE RELIEF OF THE DESTITUTE BLIND of the city of New York and its vicinity maintains a Home, with a workshop in connection, which gives employment to the members of the household who are able and willing to work. The Home is supported by donations and subscriptions and the proceeds of the workshop. An air of comfort and the kindest attention to the wants of the inmates gives the establishment a very attractive aspect. The Twenty-second Annual Report of the Society gives a brief history of its origin and subsequent work:—

“Its founder, the Rev. Eastburn Benjamin, in his ministrations among the poor of the city, found that the blind were a much neglected part of the city's inhabitants. Many of them had friends and relatives who did care for them to the best of their ability, but were mostly poor themselves and compelled to be absent from their homes during the working hours of the day, leaving the blind

untended; and he instanced one poor woman who, in broad daylight, was robbed of all her possessions except the chair on which she sat. These considerations prompted him to found a Home for the Destitute Blind, which has resulted in the now prosperous and useful society for their care. Ill health and an early death deprived him of witnessing its present successful condition, although he lived to see the Home established in Fourteenth Street. The work was begun in a house on the corner of Fifty-seventh Street and Second Avenue, and was one of faith pure and simple, starting without a dollar in its treasury, and depending for its support on the charity of a generous public, which has never failed."

After several removals, the society bought five city lots at the corner of Tenth Avenue and One Hundred and Fourth Street, and erected about five years ago the commodious building in which the Home is now located. It is large, well lighted and ventilated, and contains separate workshops, reading and dining rooms for the men and for the women, a chapel and reception-rooms, with infirmaries where the sick receive every needful attention. It has accommodations for one hundred persons, and is entirely free from debt; but its average number of inmates during 1890 was only about sixty-five, for the receipts would not support a greater number. The managers appeal for increased donations to enable them to extend the benefits of the Home to a larger number of needy applicants.

PENNSYLVANIA.

PHILADELPHIA ITEMS.—School opened September 1.

The front lawn is now at its best. In summer and early fall this is one of the things in connection with our institution that first attracts the attention of the visitor. Although the school is in the heart of the city, being less than a mile from Broad Street Station, the buildings set back about one hundred feet from Race Street, and the whole front is given up to a well-kept lawn. Money is not spared in laying out each spring handsome beds of flowers. Every adornment of this kind has its influence on the pupils, adds to the officers' pleasure, and gives outsiders a pleasant idea of the school.

Each summer vacation is given up to making repairs and improvements. So, as usual, several have been made this year. The buildings look bright in a fresh coat of paint, the body color

being light gray and the trimmings a darker shade. Window lights have been put into panels of doors and in walls between rooms where a lighter room could brighten up a darker one. Everywhere, but especially in the dining hall and in the assembly hall, much attention has been paid to appearances. In the latter two hundred strong but graceful chairs have been substituted for benches. The chair selected is the kind made of six pieces of tough oak sapling. The seat is of three-ply veneer without perforations. There are no rounds or stretchers on which to rest the feet. This last provision does away with the otherwise unavoidable noise of many feet falling upon the floor, when a school rises. It also obliges pupils to sit erect. The chairs are arranged a hundred on each side, in rows of ten. Each of these ten chairs is securely screwed to a board which extends under all in the row. This row can be as easily moved as a bench, and is so heavy that it needs no fastening to the floor, as single chairs would.

With the chairs each pupil has his own particular place, and feels a sense of ownership in it. The teacher can tell at a glance if a pupil is absent. Nine boys cannot cover the space for ten, nor can eleven boys be crowded into the space for ten. The pupils look more orderly, behave better, and the hall presents a smarter appearance, when vacant. We really think our pupils take hold of devotional exercises even better than before, because they so greatly appreciate the new arrangement.

The school has been graded, and a few changes in the course of study have been made by the new principal and his chief assistants. The little boys and girls come together in kindergarten under Miss Carolyn H. Hardy, a graduate of Miss Symonds's normal class in Boston, who has just come to us, and who will devote nearly all her time to this department. The only other new teacher that we have this year is Mr. Ellis W. Moore, a graduate of the Wesleyan University. Mr. Moore will assist in the English department.

One hundred and sixty-five pupils have returned, and a large number of new applications for admittance have been received. Everything augurs well for a good year.

EDITORIAL NOTES.

It has been most gratifying to the Publishing Committee that their proposal to omit the August number met with unanimous approval, not a single subscriber having made the least objection.

We hope our friends will remember that the publishing of *The Mentor* is not a scheme for making money ; that the price charged barely covers the cost of printing and mailing, while the editing and management are done without charge. While the success of our magazine has far exceeded our expectations, there are still thousands of homes in which there are blind persons where this periodical is unknown. The amount of good which it will accomplish depends, in a great measure, upon the efforts of its friends to extend its circulation. If each subscriber will add one new name to our list, the good thus accomplished will return to him in the improvement which a larger income will allow us to make in the magazine.

* * *

THE number and variety of type-writers invented for the use of the seeing would lead one to think that the production of a point-writing machine for the blind would be a simple matter, since it would not require more than six keys, while the ink-pad, or ribbon, could be dispensed with altogether. But from the many attempts already made we have not yet obtained a satisfactory machine.

Within a few days we have learned of a mechanic in Lowell, Mass., who is constructing a point-writer with eight keys, so arranged as to write either Braille or New York point. He is very sanguine, and believes he will soon be able to show a working model. While English and American mechanics are struggling with this problem, information comes to us from Cairo that a gentleman connected with the Egyptian Railway service is giving attention to the subject. His ideas show an intelligent appreciation of the need, and we sincerely hope he may be more successful in overcoming the difficulties which have thus far baffled the boasted skill of our American mechanics.

ON our desk lies the September number of *Santa Lucia*, a monthly magazine in Braille type, edited, printed, and published by the Misses Hodgkin, Childwall, Richmond-on-Thames, Eng. It consists, for the most part, of selections, in excellent variety, from current literature reprinted by kind permission of the authors or publishers, and is very attractive in its appearance. A dainty booklet, in ink type, explains the object and character of this monthly, which is a labor of love for the blind on the part of its publishers:—

“The magazine was designed in the hope of providing for the more cultured amongst them a periodical in Braille type, which would tend to minimize the disadvantages under which they had hitherto labored, and also to keep them somewhat abreast of questions of the day. . . . *Santa Lucia* consists of fifty-two pages imperial quarto, the final one in each number being reserved for advertisements either of appliances contrived for the use of the blind or for the benefit of those who wish to make known their capabilities as teachers, etc.—The price is two shillings, post free, to any part of the United Kingdom. Many copies are sent abroad. The first number of *Santa Lucia* appeared March 7, 1889. Since that date it has been issued monthly.”

THE MENTOR

VOL. I.

NOVEMBER, 1891.

No. 10

MUSICAL EDUCATION OF THE BLIND: ITS ORIGIN, OBJECT, REQUISITES, METHOD, AND RESULT.

BY MAURICE DE LA SIZERANNE.

CHAPTER II. (*Concluded*).

IN order that a school for blind children may be a real college of music, capable of giving its pupils a thorough professional training, it must fulfil two important conditions: 1. It must contain a large number of musical pupils; 2. It must be in a town which is itself an important musical centre.

A large number of musical pupils is essential, in order that there may be emulation in every class, and that each class may be of sufficient importance to have its special course of study. I know by experience what is learned in a class composed of pupils of different capacities who ought to be distributed among several forms. Unless we have a wonderfully good master, and pupils not less exceptional, we shall never get anything but imperfect results. The teacher will be tempted to simplify his task in order to render his labors more productive; and, to attain this object, he will be induced to keep back some pupils and to hurry others on too fast to allow them to master the subjects which they study.

Experience proves that a child who comes to school knowing nothing of music cannot be made into a thorough musician until after nine years of continuous study. These nine

years of study imply nine distinct classes. Now, if we take the moderate figure of ten as the number of pupils which each class should contain, we get a total of ninety musical pupils. This total, which will perhaps alarm some people, is nevertheless a most reasonable one, and even hardly sufficient; for we must allow (which I have not done in this calculation) for pupils who, from physical or mental incapacity, stop half-way, and cannot reach the higher classes.

A hundred pupils in a school require a considerable stock of musical instruments. Every pupil must be able to practise on instruments which are in good condition, in default of which the teaching of the most accomplished and zealous master would be abortive. There must be plenty of pianos, and several harmoniums on which the harmony task should be performed, and practice on which is a preparation for playing on the organ; and, lastly, at least one good organ, with two key-boards for the hands, and with a complete pedal key-board, and several pedal harmoniums on which organ music may be practised.

To have such a stock of musical instruments, large buildings are needed; for it is of the utmost importance that the children should be separated while practising, in order that they may not interfere with one another.

A musical school ought, moreover, to be situated in a great centre of musical culture, and for this reason. In order to form good organists or teachers, it is essential to make them listen to the masterpieces of classical music, both sacred and secular, and these not abridged and performed by more or less indifferent amateurs, but entire, and interpreted by genuine artists. They must, moreover, hear such performances frequently; for one cannot at a single hearing take in a good work of any length, such as a symphony or an oratorio. It is also desirable that the future organists, choir-masters, and teachers should often hear the best performers of different schools, both on the organ and piano, and other instruments, and this in order to form their taste,—an indispensable qualification for a musician.

Extensive and well-arranged buildings situated in a large

town, and a large stock of instruments, represent a considerable outlay and are costly to maintain. When complete musical training has to be given, large pecuniary resources are absolutely necessary ; and this is a stumbling-block in the path of many blind schools.

We see that, under the conditions just described, it is impossible that an institution, the chief object of which is to form blind workmen, should, even in exceptional cases, give a real musical training. It will lack everything,—stock of musical instruments, and a staff of teachers sufficiently numerous and accomplished. It will also lack the environment,—the musical atmosphere which is necessary to form real musicians. Small blind schools—those which, being poor, have only a small number of pupils and a limited staff of teachers and stock of instruments — are equally powerless. The musicians whom they form will not be thorough ones ; and it being granted that, in order to succeed, a blind musician needs to have his faculties completely developed, they will always jeopardize the future of their alumni.

As for the sighted elementary schools to which the blind are admitted, one can have no idea of the knowledge which a musician must possess in order to offer himself any chance of success as an organist or teacher of music, if for one moment it is thought that these schools can do anything more than give to the blind the most elementary notion of intonation and time in vocal music.

I think it is generally admitted that, to be a good manager of a drawing, mathematical, commercial, or agricultural school, the manager must himself have mastered drawing, mathematics, commerce, or agriculture. It is the same with music, which is, above all arts, a mystery. Here, as elsewhere, there may be exceptions ; but, as a general rule, it will always be difficult for any one to manage a thing of which he understands nothing.

Advice may be taken, it will be said. Yes, that is always useful, sometimes necessary ; but, in order to take advice with any profit when one has to come to a decision, does not some standard of comparison become imperative ? Where is

it to be found if the manager or director is himself not competent to judge? Some one must be referred to; but, then, this difficulty arises. If this "somebody" is always the same definite person, this person will possess the power without responsibility. If the adviser be not always the same person, there will be an end of unity and stability. One may consult everybody at once, and follow traditional routine; but in that case there will be no steadiness or confidence in the management, and no progress. Nobody will know where the responsibility, or, consequently, the authority is to be found. When a man is incompetent, he may also deceive himself as to the value of the results obtained, lull himself into a peaceful security, attribute to circumstances or to the personal defects of the pupils who leave school the rebuffs with which they meet; while a good share of the responsibility should be laid at the door of the bad preparation — imperfect or impracticable — which they have received.

CHAPTER III.

RESULTS.

Competition of sighted musicians.

Society for providing employment and assistance for the pupils who leave the Paris Institution.

Necessity of patronage.

Advantages of the musical profession for blind women.

Balls and cafés-concerts : their advantages and dangers.

Opponents of musical education,— reason for their opposition.

Conclusion.

Sighted musicians are daily becoming more numerous and accomplished. So competition with them is more difficult, but not impossible to withstand. Every year we have numerous instances of blind musicians arriving in towns of various degrees of importance to take suitable situations. A blind musician can easily earn a hundred francs a month; and if he be at all well patronized, and if there is work to be had, his earnings soon mount up to two hundred francs a month. I am here speaking only of the average. Many blind musicians make much more than this.

Small towns, with a population of from three to ten thousand, are generally most favorable to the establishment of a blind musician. He generally makes his first appearance as an organist, then, little by little, he wins confidence, pupils come, and he forms a connection. If, in addition to his musical talent, a blind man is a good tuner of pianos and harmoniums his receipts will be largely augmented.

I cannot insist too strongly on the importance of tuning as an occupation for the blind, whether they practise it exclusively or in addition to the work of an organist or teacher. It is a most valuable resource; for the piano is an instrument which is in very general use, and the occupation of a tuner is admirably suited to the faculties of the blind. It is only necessary to pass through a good apprenticeship, of which I shall speak in a separate work.

But it does not always happen that a blind man without material and moral assistance can get a situation and establish himself. To do this, he must have many acquaintances in order to be informed in good time of vacancies, to be able to get enough testimonials and influential support to obtain the situation for which he applies. He must have enough money in hand to pay the expenses of travelling and setting up in a style calculated to win confidence, and to wait (for the formation of a good connection); finally, to keep him from being brought to distress by a few months of illness, or of loss of work, which may occur any day.

This implies moral and material resources which the pupils of blind schools can seldom command through their own families. How can one expect that a respectable workman, who is kept the whole day at his workshop, where he earns five or six francs with which he has to maintain his family, or even a small shopkeeper, could find an organist's place for his blind son or daughter, or form for his child a good connection as a teacher of music or a tuner, especially over a wide district? Indeed, how could a Parisian workman know that an organist had just died in such or such a large northern town or in such or such a country district, or that the need of a tuner is felt, that an orphanage has just been es-

tablished or a young ladies' boarding-school extended, and that this young blind musician ought to be brought forward for the post of organist or teacher? The thing is impossible. It is necessary, then, that some charitable body should come to the aid of the blind, and do for them what their families cannot do.

Such a body, for the benefit of former pupils of the Paris Institution, has been in existence for thirty years. It is well organized, and is of the greatest use. It is called the "*Société de Placement et de Secours en faveur des élèves de l'Institution Nationale des Jeunes Aveugles.*" Its title expresses its object. Its usefulness will be understood by all who know anything of the position of the blind. According to the terms of its statutes, it may only patronize those former pupils who have studied at the institution long and well enough to fit them for earning a living. Pupils who have been expelled for misconduct or sent home before the completion of their studies for manifest incapacity are not assisted by it. The old pupil who misbehaves himself, takes to begging, or is incapable of working, cannot be helped by the society, whose exclusive object is to give moral and material assistance to workers, whatever be the occupation which they follow,—whether they are organists, teachers of any sort, tuners, workmen, or tradesmen. An old pupil, otherwise irreproachable, but who, in consequence of some chronic infirmity other than blindness, should be disabled from working, could no longer receive assistance from the society. It might indeed use its influence, for example, to get the sufferer into an almshouse, or to obtain relief for him at his own home from public or private sources.

The material assistance given by this society has nothing in it of the nature of alms, for the blind who belong to it have to pay an annual subscription of three francs. The subscriptions are small, and form but a small part of the society's annual resources; but this rule is a judicious one. It is enough to give the organization the character of a mutual insurance society, and to impress upon the blind that they must always and everywhere pay out of their own pocket.

ets, and before receiving begin by giving, however little it may be.

In France the former pupils of the Toulouse school and the blind of Marseilles have formed mutual benefit societies, on a small scale as yet, but which are already doing good service. The Federation of the Blind of Belgium is actively pursuing the same object.

Blind schools are too often to be found which argue as follows: "We give our pupils an education: we can do no more for them. When they have completed their course of study, our duty is done. We send them back to their families or to the patrons who were interested in them before they received their education: it is for their friends to give them employment." Such an argument is specious. Doubtless, if by the side of every school there were, as in the case of the Paris institution, an organization for looking after old pupils, the function of the school would be confined to giving instruction. But, until such a state of things has been brought about, it is absolutely necessary, on pain of rendering their labors useless in many cases, that each school should provide for the starting of its pupils in the world. It is an obligation which should be recognized by founders, and allowed for in the expenses of the institution.

(To be continued.)

THE BLIND IN SWEDEN.

BY ELLEN KEY.

II.

MISS WIKSTROEM'S SCHOOL.

TO THIS, in many respects a highly interesting school, I have recently paid a visit for some days; and therefore I am able to give a more detailed description of it. The school has a roomy, two-storied brick house of its own, built by Miss Wikström for the purpose. It has an excellent situation, in

front of a pretty park, where the girls can take their walks quite undisturbed.

The interior is very comfortable, with the best modern inventions for ventilation, bathing-room, etc. It is so handsomely painted and furnished that the girls would have a pleasant impression if they could see it. The clock which measures the time is a cuckoo, which calls out the hours; and in the like way everything combines the pleasant with the useful. There are fifteen girls; and Miss Wikström desires not to exceed this number, so that the impression of *home* shall pervade the institution,—a loving home without strict rules, but with a perfect good order.

In the large, beautiful working-room the girls read and write for two hours after breakfast every morning. They learn the raised types, both of Moon and Braille, and also pencil-writing. Then comes a walk, and after that two hours' brush-making,—a work that has proved the most remunerative for girls. After a plentiful dinner in a nice dining-room, the girls are free to do what they please for an hour or so. The afternoon is used for crochet, knitting, and other ladies' work. During these hours the lady superintendent reads aloud from some good book, or sings with the girls some hours in the week. Twice, sometimes thrice, a week, two ladies—both married to professors at Upsala—pay a visit to the school. They tell the girls useful things from their own travels, from history, geography, or natural history, or from life itself. Among the books thus read to them are (in translation) "The Pilgrim's Progress," "The Wide, Wide World," and some of Miss Alcott's books. The girls also learn hymns and poetry by heart.

After supper they have prayers and sing a hymn to the accompaniment of the organ. And so the girls go to bed, in their comfortable bedrooms, where they sleep two or four together; and here the friends are always placed with each other.

The girls are all grown up, but of very different ages. The greater part have become blind in childhood, but through poverty or other circumstances they have not been

able to enter the State's institutions for the blind. They have generally been in a most forlorn and unhappy state when Miss Wikström has brought them to her home. There they remain three years, and sometimes forever. When they have been away from the school some years, they are generally invited to pay a visit there during four to six months,—a holiday to which they look forward with intense longing; and Miss Wikström has often found that they profit as much from this visit as from the first three years,—they have grown more ripe and receptive.

As sole founder and directress of the school, Miss Wikström has been able to give it the character of a true Christian freedom and love, and to make the girls happy through every joy and comfort that a wise kindness can allow itself to give, without making the girls unfit for their future lives in the poor homes to which they have to return. When they go back to these homes, they have generally learned to work so much that they can help to support themselves. The low wages for such work as the blind can do makes it very difficult for them to become wholly self-supporting. When the girls go home, they carry with them a little collection of books, printed by Miss Wikström or copied by themselves in the afternoons or in their leisure hours. They keep up a very regular correspondence with their homes when they are at school, and with the school and each other when they are at home. The school is the blessing and delight of their life, and their love and gratitude for Miss Wikström are very deep. In general, they are bright and intelligent, and often have a very sweet and rich expression of their thoughts and feelings. The deep Christian faith, which is the centre of Miss Wikström's own life, often communicates itself to her girls, but without any constraint. Truth and love are shining brightly in this home for the blind, where the wind is made very soft to the shorn lambs, and the milk of human kindness flows very bountifully to thirsty lips.

Miss Wikström, who has her own home in Stockholm, pays numerous visits to the school during the year; but it

has a lady superintendent and a teacher for brush-making and other work. Until last Christmas this teacher was a blind girl, and this girl was so very exceptional that I hope to interest the readers of *The Mentor* by giving a short sketch of her life.

III.

ANNA ASTROEM.

Anna Aström was born in 1858, in the isle of Gottland; but as a little child she came with her parents—poor working people—to Stockholm. Here she went to the common school; but, when she had finished, she was obliged to take a place as a servant. She had a great longing to become a teacher; but her poverty was the first great obstacle, and another was her failing eyesight. At fifteen she had weak sight. At nineteen she was almost totally blind, and her only means of obtaining a subsistence was to go to the poor-house. She lived there some years, and during this time she was allowed to get some lessons in the institution for the blind. There she learned reading, writing, and manual work with uncommon rapidity. In 1881 she was sent by Miss Wikström to a home in the country, where she had an opportunity to give instruction to some other blind girls; and thus her uncommon ability as a teacher was discovered. When Miss Wikström opened her school at Upsala, she made Anna Aström the teacher of the blind in reading, writing, and all kinds of manual work; and she fulfilled her duties in an excellent way until some weeks before her death in December, 1890.

We see that for this girl the way to her chief desire in this life—the teacher's work—lay through the deepest need and poverty,—an example that may be a help, perhaps, to some one else who wants a support in his or her affliction. Anna Aström was a most dutiful, energetic, interested, and clever teacher. It is very rare that a blind person can do such work and in so excellent a way. She had a power of self-help, self-development, and many-sidedness quite rare among the blind. She learned new methods of

work with a dexterity that was marvellous ; and her bright spirit was always seeking to catch everything that could be useful to her pupils. As a teacher, she was so kind and patient that she won the tenderest love from her pupils. They are sure never to forget this teacher, with the soft voice, the sweet and yet so very earnest manner, and the loving heart. She always saw her own misfortune from the brightest side, and found her joy in her work and in her pupils.

THE SEVENTH EUROPEAN CONGRESS, AT KIEL.

THE seventh congress of European instructors of the blind was somewhat affected by the illness of members who were to take part in its transactions. Nevertheless, the time and place of assembly were adhered to ; but, at the meeting on the evening of August 3, which preceded the formal opening of the congress, it was proposed to reduce the length of the session from four days to three. The members, however, were prepared for a four days' session, and the general sentiment favored the carrying out of the original plan.

While arrangements for this convention were in progress, Director Moldenhawer extended a cordial invitation to the foreign members to take this opportunity of visiting the institution at Copenhagen,—an invitation which met a ready acceptance ; and on Friday, July 31, representatives from the institutions of Amsterdam, Illzach, Lausanne, Linz, Munich, St. Petersburg, Vienna, and York, met here, and spent that and a part of the following day in examining the classes, the work department, and the methods of teaching in this excellent establishment. Among the admirable features remarked by the visitors were the work of the lower classes, according to Froebel's methods ; the use of the Guldberg frame for pencil-writing in advanced classes ; the attention given to physical exercise ; and the abundance of appliances for teaching. Above all, the marked superiority of the pupils of both sexes in their general carriage and easy movements excited

admiration. A vocal and instrumental concert was given by the scholars, and the hospitalities of the institution were generously bestowed upon the guests.

On Monday the members assembled in Kiel, and in the evening a preliminary meeting was held, about one hundred — mainly German members — being present.

On the following morning, Tuesday, August 4, the congress was formally opened; and after some brief addresses of welcome and expressions of interest in the cause represented by this assembly, a paper was presented by Mr. Mecker (of Düren), treating of the necessity of attendance upon special schools established for the blind. Mr. Mecker urged that all governments which make general school attendance compulsory should provide these special schools and maintain a strict watchfulness that their privileges were properly used; and he dwelt upon the strange anomaly which exists in those States or countries where the law requires all children to be educated *except those who are in greatest need of education*.

This was followed by a paper by M. de la Sizeranne upon the importance of having in every country some general work for promoting the welfare of the blind. It gave many interesting details of the helpfulness of the Valentin Häuy Association.

A visit to the institution of Kiel, of which Mr. Ferchen is director, occupied the afternoon of the first day. Here a concert had been arranged for the entertainment of the visitors, and the shops were in full operation, brush, rope, and basket making being the leading industries. A well-organized home for blind women forms an annex to this establishment.

At the second session the introduction of a system of stenography into schools for the sightless was the first subject on the programme, and occupied so large a share of the time that but little remained for the second theme,— the teaching of manual work. The idea of a tangible system of shorthand aroused the closest attention of the German members, while foreigners manifested comparatively little interest. It was offered by Mr. Mohr (a teacher in the institution at

Kiel) in a report of the commission on stenography. The views of this commission are summarized in the following propositions which were submitted to the convention :—

1. That stenography be introduced after completing the first reading-book.

2. That as soon as stenography is introduced the use of the ordinary point print be discontinued.

3. That all point-written books not intended for primary use be henceforth printed in short-hand.

4. That to the British and Foreign Bible Society be addressed a petition to publish their next edition in the stenographic system.

5. That the Association for Promoting the Education of the Blind be requested to prepare a reading-book for introducing the system of stenography.

A lively debate ensued. The friends and the opponents of short-hand were strong in their opinions, and the discussion closed with the following mediatorial recommendations, namely:—

1. That the Congress advises further tests of the stenographic system.

2. That it recommends the publication of a reading-book in this system.

3. That the present commission, consisting of seven members, be increased to nine.

Mr. Görner, a teacher in the institution at Leipzig, addressed the convention on the subject of manual occupations, the value of which he classed under three heads: *first*, all handiwork, for the promotion of individual independence; *second*, the Froebel occupations and their further development, for the evolution of personal activity; and, *third*, a further extension of these occupations to advanced classes in work schools, for the attainment of general aptitude and manual dexterity in all practical things.

On the third day Mr. Merle (of the Hannover institution) took up the theme of the training of the perceptive faculties. He repudiated the idea of a special psychology for the blind, believing that the mental processes follow the same order of

development in sightless and in seeing children. He believed this training to be of the highest importance in the education of the blind, that in the lower grades it should be one of the chief branches, and in the advanced class it should be combined with manual work and modelling.

Closely connected with this was the consideration of the appliances necessary in schools for the sightless ; and a catalogue was presented of such as would make a very desirable collection, but one which far exceeds the present possession of any school.

The paper of Mr. Kunz discussed the use of embossed illustrations in reading, especially in natural history. Mr. Kunz is the author of an excellent atlas of embossed maps, which is very useful in the school-room, and which has the additional advantage of cheapness.

These subjects lead naturally to a notice of the exposition which had been prepared for the congress. This comprised models and appliances for teaching the natural sciences, geography, mathematics, and writing ; embossed pictures of birds, etc. ; animals in papier-maché from Saxony ; beautiful and costly anatomical models from Dresden ; a set of moulds for making plaster casts of animals and all imaginable objects, also made in Dresden ; books and literature relating to the subject of the congress, and a variety of work manufactured by the pupils of different schools. The institution of Kiel exhibited all its appliances ; and Dresden, Düren, Steglitz, and Vienna sent a great many.

The fourth and last session of the congress closed with a very able address by Mr. Heller (of Vienna), who advocated the systematic development of the sense of touch as the central point of any system of education of the sightless.

Several papers prepared for the congress were not read, either because of the absence of their authors on account of illness, or for lack of time.

The question of the next place of meeting was raised, and Lausanne, Brussels, Munich, and Breslau were rival claimants for the privilege. The director of the institution of Lausanne expressed the desire of that establishment that the congress

should hold its next triennial session there, and thus celebrate the fiftieth anniversary of its foundation, which falls in 1894; but the vote of the assembly bestowed the honor upon Munich, with a prospect of Breslau for the meeting of 1897. It is but natural that a feeling of disappointment should have arisen — not only among the representatives of Lausanne, but among other French schools — that the congress, which is nominally international, should decline the cordial invitation of French cities.

Pending the publication of the report of the proceedings, accounts of this congress (by German and French writers) may be found in the September numbers of *Der Blindenfrend* and the *Valentin Haüy*.M. W. S.

PLEA FOR THE BRAILLE MUSIC NOTATION.

THE subject of point-writing is one which, at present, seems to engage the special attention of instructors of the blind throughout the United States. A most unfortunate division of opinion exists as to the relative merits of the two systems,—namely, “the Braille” and “the New York point,”—so that, to those whose experience in such things is comparatively limited, or who—possibly for the first time in their lives—are called upon to act in the capacity of teachers of the blind, this important subject appears to be one of doubt, instead of being, as it should be, one of clear and well-defined certainty.

Each of the above-named systems has its warm supporters and able champions; and a fair and impartial expression of opinion on the part of those most nearly concerned would no doubt greatly facilitate the solution of this much vexed problem. Indeed, the time has come when every teacher of the blind should feel himself compelled to take one side or the other of this all-absorbing question; and therefore, most cheerfully accepting the sit-

uation, I beg leave to give to my fellow-workers, and friends of the cause in general, the opinion I have formed respecting this whole matter.

And here let me say that I should not favor the use of any arbitrary system of writing or printing whatsoever were it not that the exigencies of the case seem to render it necessary, or at least highly expedient. No method of tangible writing has yet been devised whereby the characters in use among those possessed of sight can be accurately reproduced; at least none sufficiently convenient and expeditious to warrant its adoption for educational purposes or for private use. There is, therefore, no alternative for those who rely solely upon their sense of touch but to choose one or other of the systems of point-writing, and, having made the choice, to set about most earnestly in the work of employing it to the best advantage. But to make the choice,—there lies the difficulty. There are two purposes for which the use of point-writing among the blind seems almost imperative,—private memoranda and the notation of music. It is to the latter of these that my attention has been mainly directed; and to it, therefore, my remarks shall be chiefly confined. It may be safely asserted that, even if it were feasible to write or print music tangibly in the ordinary notation, the doing of it would be of but little practical value. In the first place, it would occupy a prodigious amount of space; and, in the second place, the reading of it would be next to impossible, since the finger would have no certain guide for the whereabouts of the successive characters.

It is not my intention to enter into a minute discussion of the two systems about which so much has been said and written. This has been so ably done elsewhere—notably, in the excellent little pamphlet recently published by Messrs. Reeves and Hosmer, of the Perkins Institution, entitled “The Wait and the Braille Musical Notations Reviewed and Compared”—that absolutely nothing, so far as facts and figures are concerned, remains to be said.

I simply purpose making a brief statement of my own experience in the matter, with the hope that this method of dealing with the subject may prove as serviceable to those most interested as any detailed investigation I could possibly offer.

More than thirty years ago, while I was yet a pupil in the Pennsylvania Institution, my attention was called to the Braille system of music notation, which was, even at that time, extensively used in the European schools, but which — so far as I know — had not yet found its way into any of the institutions in this country. The only available book on the subject was one printed in French; and, as I was obliged to depend on a translator whose knowledge of that language was rather imperfect, and his knowledge of English still more so, I was forced to abandon the subject for the time being.

In 1874 Mr. Wait published his little book, "A System of Writing and Printing Music for the Use of the Blind"; and, eager to catch at anything and everything that could be of the slightest assistance to me in my work (for I was then a teacher in the school, and had been since 1862), I procured a copy of the book, and went to work faithfully and earnestly to acquaint myself with the system so clearly set forth in its pages. I was not long, however, in discovering that the new system did not fully meet the requirements of the case. Though at first sight it seemed to be evolved from a very simple theory, it was not difficult to see that, in its practical workings, it must lead to all manner of complexity. It did not satisfy me; and again I resolved to let the matter rest, trusting for some better fortune in the future.

A few years later another opportunity of becoming acquainted with the Braille was afforded me; and this time my efforts were crowned with success. Every facility being offered, both at home and abroad, I was not long in mastering the details of the system. The extreme simplicity of its construction, the marvellous ease with which

it seemed to lend itself to all possible combinations of music notation, and its perfect adaptability to every form of musical expression secured at once my most hearty and unqualified indorsement. Having possessed myself of this inestimable treasure, my next step was to introduce it into the Pennsylvania school, that those associated with me might share in its benefits. It has remained with us ever since, holding a prominent place in the musical education of our pupils. Every piece of music learned by them during the past ten years has been first committed to writing in the Braille. Just so soon as they acquire even a tolerable knowledge of the system they are required to write all their lessons by means of it; and I have no hesitation in saying that the music thus learned far exceeds in quantity and variety that acquired by the old method of oral dictation. At several public concerts given by the pupils of our school, where compositions of the most elaborate character were performed,—many of them with orchestral accompaniment,—the soloists, as well as all others taking part, prepared themselves for the work from copies written in the Braille system by their own hands.

A few years ago, at the suggestion of our principal, I carefully re-examined the New York system, comparing it most scrupulously with the Braille, with a view to deciding—once for all—the relative merits of the two systems. We were about to introduce the New York point literary code, in order to place within the reach of our pupils the books printed according to that system at the National Printing House. I shall not pause to consider the doubtful propriety of requiring students to write the new system for the sake of enabling them to read it. A moment's reflection will suffice to show that this manner of proceeding was by no means necessary. Nevertheless, it was so ordered; and the New York point, for literary purposes, was established among us,—not, however, without strong protest on the part of the pupils, most of whom, outside the school-room, continued to use the Braille. I have

always regarded the introduction of the New York point as a most unfortunate circumstance, thoroughly satisfied as I am of the vast superiority of the Braille for both literary and musical purposes.

The results obtained from a second investigation were substantially the same as those set forth in the pamphlet above referred to. In every instance, the gain was on the side of the Braille, both as to labor saved and amount of space occupied. Indeed, the advantages of this system over all others hitherto projected are so many and obvious that I cannot see how any fair-minded person, who will give the matter his earnest consideration and bring to the task his unbiassed judgment, can fail to pronounce most emphatically in its favor.

The same arguments that have been employed against the Braille might with equal propriety be used against any system, for any purpose that can be named. Granting that it has a weak point here and there,—and what system has not?—still it has served its purpose long and well. Let those who quibble about trifles point the way to better things. Failing in this, and still persisting in picking out the chaff from the wheat, they must needs accept the chaff for their pains.

D. D. Wood.

Philadelphia, Pa.

TRAINING THE BLIND TO SELF-RELIANCE.

THE subject of this article recalls to memory the teachings of him whom Whittier calls "the Cadmus of the blind,"—Dr. Howe, to whom more than to any other individual the blind of America are indebted for the educational advantages now within their reach. To make the blind independent was his life-work. To accomplish this most successfully, he urged that parents should begin to train their blind children to be self-reliant while they are very young. "Do not be so careful of your blind child!" he

used to say. "If you see a stool or a chair in his way, do not run and remove it! Let him run against it or fall over it! That will teach him to be on his guard and look out for obstructions. You cannot always be with him to remove the obstacles from his path. Sooner or later he must learn to do that for himself; and the sooner he learns it, the better."

Mankind are naturally lazy, or as a friend puts it, "We were born tired, and have never got rested." Whatever may be the proper name for it, there certainly is in all of us a disinclination to make any unnecessary effort. The blind inherit this languor to as great a degree as the seeing; and this inheritance, together with the fact that we cannot see where we are going or what we are doing, makes necessary a greater effort on our part than on theirs to accomplish the same result. The willingness of our friends,—their anxiety to do all they can for us, and the fact that it is so much easier to let them do for us than to do for ourselves, make a great effort necessary, in order that we may become the independent men and women we may and ought to be, instead of the more or less dependent creatures which so many of us are.

My desire is to arouse in my comrades of both sexes the spirit of independence, and to urge upon the parents and friends of the blind the fact that all help, over and above that which is absolutely necessary, is not only mistaken kindness, but actual unkindness, and that, if they would render the highest service to those who are deprived of one of the greatest blessings that man has received from the hand of his Maker, they should teach them to be self-reliant.

The sighted child's education is continuous. Every act that he sees performed teaches him how to duplicate it. The preparation of the food he eats is a good illustration of this. He sees it done by those around him three times a day, year after year, and learns to do it almost unconsciously. The blind child cannot learn through the medium of his eyes, but another way can and should be provided for him. He should not be left in ignorance of the proper method of self-help in this first and commonest need of daily

life. And, as this is a matter so frequently neglected by parents, I believe that it should become a part of the education given in all schools for the blind,—that pupils should be taught proper table etiquette as carefully and thoroughly as they are taught any science or art, and acquire that degree of independence of which they are capable. There are some things which we must allow others to do for us at table, but those things are few; and the longer I live, the fewer I find them to be. The ability to do for ourselves in the little things of every-day life is the best preparation for future independence.

J. VARS.

Newport, R.I.

GUIDES.

ALTHOUGH not doomed, like the fabled Jew, to wander incessantly, yet neither are we condemned to cling, like sponges, to our native rock. Health, business, and pleasure require us to get about.

Almost the only thing that remains to be invented for the blind is an automatic guide. Will it be a combination of the compass and the cyclometer?

Until that shall appear, the best guide is none at all. Groping is detestable, and usually unnecessary. One arm gracefully curved two or three inches in front of the waist is a better safeguard against collisions than both arms extended.

A very little sight will serve to keep the points of the compass on a clear day, and mark the location of street lamps. The sense of hearing is an excellent guide. Notice where the clock ticks when you enter a strange dwelling. A blind man who was travelling through a rural district afoot and alone was asked how he knew when he approached a house. "I hear the chickens," he replied. Even the olfactory nerve may be pressed into service. Local peculiarities in the pavement are easily discerned through the shoes. A young man in our institution, who

walked the streets like an Indian chief, was observed habitually to turn at a certain crossing with mathematical precision. The secret lay in a tree which stood in the angle and broke the current of air. My father, when a young surveyor, was once obliged to cross ten miles of trackless prairie after dark. Turning his horse's head exactly toward the goal, and squaring himself in the saddle, he observed the angle of the wind against his cheek. Keeping that angle true as he galloped, he gained the point. Much depends upon the individual's perception of locality, distance, and direction, and on his ability to keep cool under staring eyes; but all these faculties can be cultivated.

Next to no guide at all is a cane, and here the gentlemen have the advantage. Since beginning this article, a well-known lecturer, passing through the city and wishing to call on us, came a mile through a strange district, with no guide but his cane.

Some animals appear to understand the want of sight. Our institution pony would stop grazing and stand in exasperating silence when one of us girls appeared, bridle in hand. The dog with the string has been relegated to story-books; but, minus that appendage, he may still be used. My father once owned a noble Newfoundland. He was so fond of following my sisters that I allowed him to accompany me when strolling up and down the country road and adjacent grove. I was very careful not even to lay my hand on his head while walking; and yet, seven years after, I heard a man bawl out to my father, "Pity that dog was killed: he could lead your girl so nicely." My friend Laura, who was partially blind, ran to the spring for a pail of water, and lost her bearings. Her little white dog, at her command, started for home, taking a bee-line over fences, while Laura scrambled after. When she could no longer see his white head bobbing, she would call him back, and, after a little petting, again sternly order him home.

Better than dogs are children, fashion to the contrary notwithstanding. Pardon a mother's pride: my daughter began to serve me as guide when two years of age. Of course, I always took the directions.

To have a guide constantly at my call was like being released from prison. When money is concerned, a child costs less than an adult. If propriety be considered, he may be a girl or she may be a boy: it is all the same. Not so with grown people. With the exception of railroad officials, hackmen, etc., it is hardly safe to be seen arm in arm with an adult stranger, even of your own sex. Though kind, he may be disreputable. Children are more easily trained. I never allow a guide to speak of "leading" or "taking" me, or to say, "Step up" or "Step down."

My little nephew is instructed to keep one hand free to answer salutations. Of course, the guide must be well dressed and well behaved. On the other hand, let us remember that, if we are awkward or shabby or indulge in loud talking in the streets, no gentleman or lady, however small, will like to walk with us. *

I confess to one whim respecting guides. All other things being equal, I choose the one that has the prettiest eyes. My little black-eyed maid, who shadowed me in city missionary work for more than a year, approached my ideal. She had a faculty of keeping her eyes open and her mouth shut. Together we ransacked old tenements, penetrated behind prison-bars, and entered every form of abode, from the poor negro's shed to the elegant parsonage, where reports were made. I felt no more care over the ways of my feet than if they had belonged to another; and yet, all praise to my "guiding star," as she was called, I never made a false step.

Sometimes a grown-up guide is preferable, though I have known those who could not go around a block without getting lost, and others in whose care life and limb were not safe. At a grove meeting, some years ago, the ordinance of baptism was to be administered at the bottom of a deep

ravine. Five hundred spectators perched, eagle-like, on the cliffs and rocky ledges, where scarcely a foot could find room. As associate pastor, my presence was needed at the water's edge. My colleague decided that the descent was impossible. Nevertheless, guided by the practised hand of my daughter, I stepped from rock to rock, while my people held their breath or exclaimed, "Oh, she'll have her off!" Brought to a halt by the peremptory words, "Not another step, mamma!" I yielded at length to the inevitable. Just then a "Highland lass" said courteously, "I can help you down, Mrs. Aldrich." The mountaineer carried the day, and I reached in safety the side of the officiating clergyman.

C. B. ALDRICH.

Joliet, Ill.

MORE PLAY FOR BLIND CHILDREN.

THE child is born into this world the most helpless of all creatures, but possessing within itself powers which, if rightly developed, will make it the most independent. The great question, then, is, How can we lead forth these powers, to enable the child to become independent?

The blind child is more helpless than the ordinary seeing child; but this helplessness, due to a lack of sight, may to an extent be overcome.

One truth which all who have the care of children should bear in mind is that growth of mind and growth of body should be equally provided for; but, since the physical development naturally precedes the mental, it should receive attention first.

For example, those who have the care of little blind children will read to them to occupy their minds; and often they say, "My child cannot run about and play as other children, so I make all the sacrifices I can that I may have a little time to read to him."

Dear friend, if you would spend this precious time in training your child's little hands and feet, he would soon be

able to amuse himself, and not only himself, but other children in the family or neighborhood. Remember that, although a child does not always play instinctively, he will gladly fall in with the games of others if encouraged to do so.

And here I want to say a word to the older pupils of our schools. If the children do not seem inclined to play, remember that play is like all other things,—it has to be learned,—and the teachers are busy in the school-rooms or preparing lessons, so the games of the younger ones will fall to your lot. I know you are busy, but it is not necessary that you should spend even ten minutes with the children to be of help to them in this direction. As you cross the yard on your way from one building to another, and Mary and Jane are standing doing nothing, say, “See who can catch me before I get to the house!” and, when you have reached your destination, ask them to catch each other or see who can run the faster. Show them that you are interested in what they are doing by asking about their studies, and you will be surprised to see what a revival of interest in study and play there will be in the school, when the little ones realize that the older pupils are in sympathy with them, and that they are all working together in the acquisition of knowledge.

To return to our subject. Mother, do not let your child sit still all day. Encourage his playing with seeing children; and, when he is of school age, send him to school with his playmates. If there is anything near your house which frightens him or which is in any way dangerous, explain the danger to him, and show him how far he can safely go without harm. Teach him the way about the house and grounds, that he may go alone. This will enable him to move more easily, giving him more command over his body, a sense of direction, and a feeling of independence; and it will also lay a foundation for the later study of geography.

LYDIA Y. HAYES.

AT HOME AND ABROAD.

ALABAMA.

THE ALABAMA ACADEMY FOR THE BLIND had fifty pupils at the beginning of the term. The superintendent spent a considerable part of the summer vacation in travelling through the State in search of blind children. His efforts were rewarded by a goodly number of new pupils, and others are expected. The *Messenger* mentions a prospective series of entertainments for which the boys and girls are making preparations in intervals of leisure. A building for the accommodation of colored deaf and blind children is nearing completion, and the new school will probably be opened in January, 1892.

COLORADO.

THE COLORADO "INDEX" brings weekly news of the School for the Deaf and the Blind, which opened with forty-one pupils in the blind department. Mr. Fred T. Brown, formerly of the Working Home for Blind Men in Philadelphia, as an expert in chair-caning, broom and mattress making, has been appointed foreman of the industrial classes. The school is to be congratulated on the recent acquisition of a complete set of models of different parts of the human body, which will be a treasure to the students of physiology. Clara Brose, a pupil of last year in the blind department, won the first premium for the best loaf of brown bread at the Fort Collins fair recently.

ENGLAND.

BOLTON.—The Bolton Schools and Workshops for the Blind in their last report announce a marked improvement in the business done during the year. The sales showed an increase of more than 20%. The wages have been also increased. The shops have run on full time throughout the year, and employment has been found for 24 men and boys and 3 women.

PLYMOUTH.—The South Devon and Cornwall Institution for the Blind receives inmates from eight years old upwards. It aims

to give sufficient instruction to enable them to read the Scriptures and to teach some handicraft by which they may partially, if not wholly, support themselves. It is maintained by donations and subscriptions, profits from the work of the blind, and payments on their behalf. At the close of the year 1890, 55 inmates (35 males, 20 females) were reported. Basket, mat, rug, and brush making are the trades followed.

FRANCE.

AMIENS.—An establishment for the blind, founded by M. Bauvillié, has been opened under the title of the "Hospice St. Victor." It will comprise a school for children, an advanced school, a workshop, an asylum, and a *clinique*.

ST. MANDE, SEINE.—The Braille School, at the close of the school year, gave an interesting exhibition of gymnastics. This exhibition was of a character quite new in French schools for the blind. It shows with what care gymnastics and physical exercises have been taught at the Braille School, under the skilful direction of Messrs. Pephau and Baldon. This feature of the education of the sightless cannot be too much encouraged. It improves the health of the pupils of our special schools, and gives them an habitually easy and erect carriage and a confident step. After this exhibition the pupils, large and small, retired to their dormitories. A fire alarm was struck; and in a few seconds the building was evacuated in good order, by a single door, the others being considered impracticable.—*Valentin Haüy for September*.

GERMANY.

THE RHEINLAND FUERSORGE SOCIETY.—Three methods of work of this society were mentioned in the October number. Space was lacking for an account of the fourth,—perhaps the most important of its efforts,—the care of those who go out from the institution at Düren. Nearly all such maintain intercourse with the establishment, which aids them, if necessary, in various ways,—in buying stock and selling their manufactures, in locating in places favorable for business, in associated efforts for better results, etc. There are twelve places in which two or more handicraftsmen work together, and in one of these eighteen are thus associated. The whole number who have left is 496. Of these, 97 have died, 65 were incapable of education, 19 are cared for in asylums or families, and the remaining 315 are seeking a living by means of

the education received at the institution. Of the latter number, four are teachers of languages, three merchants, one watchmaker, and the remainder follow the more usual occupations of music-teaching and tuning, basket, brush, chair, shoe, and mat making. Of the musicians, eleven are organists, and four tuners are employed in large piano factories. From the last report it appears that more than one-third are entirely self-supporting.

INDIANA.

INDIANA INSTITUTE FOR THE BLIND.—School opened September 9, with a full enrolment. A number of adult blind have been admitted to learn trades. The industrial department has been entirely changed from the old lease system, and is conducted on the same basis as the other departments. Mattress-making has been introduced.

A systematic course in gymnastics is being pursued, with Miss Turner, of New Hampshire, as teacher.

A fine set of band instruments, consisting of fifteen pieces, has just been purchased, to the great delight of the pupils.

During the summer the new addition, consisting of dormitories, school-rooms, hospitals, music-rooms, dining-hall, and kitchen, was fully equipped, and is now in use. New bath-tubs and closets were placed in position, combination gas-electro fixtures introduced, and a spacious boiler-house erected. Ample asphalt pavements were laid about the premises.

The pupils will give an entertainment in the near future.

MICHIGAN.

SCHOOL FOR THE BLIND, LANSING.—Miss Andrews, the newly appointed teacher of the kindergarten department, has a large class of little folks, many of whom have evinced decided ability in all they have undertaken. Two of our young men have recently secured positions as tuners in the Chase Piano Factory at Muskegon, and are giving first-class satisfaction. They also keep up their outside patronage, and are doing a paying business. We hear only good reports of others who served their time in this special branch of industry. Five new pupils have entered the tuning department, which has proved to be decidedly the best paying business here outside of the musical profession. A. C. B.

NORWAY.

THERE are two institutions for blind children in this country, — the oldest at Christiania, with nearly 70 pupils; the other at Trondhjem (erected in 1885), with between 60 and 70 pupils. In conformity to an act of 1881, education is compulsory for eight years, between the ages of seven and seventeen. We have also an industrial school for the adult blind at Christiania, having a State grant, and conducted by a very able cabinet-maker. The number of pupils, April, 1891, is 13. Connected with the Blind Institution at Christiania is an industrial class for pupils who have completed their eight years' course.

L. A. H.

OHIO.

[From the Cleveland Leader and Herald.]

MUCH sympathy has been aroused lately in this city by the pathetic story of Miss Meda Adams, a blind girl, who is making a brave effort to shield her parents from destitution in their advancing age and feebleness. Miss Adams is the only child of an Ohio clergyman, who has given his life to mission work at small compensation. She possesses musical talent, but has never had means to develop it. Learning recently that one year's vocal training at the New England Conservatory, Boston, Mass., was offered to any one obtaining, before January 1, one thousand subscribers for a well-known periodical, she determined to enter the contest, and has already secured an encouraging proportion of the required number of names. As the paper is worth its price of a dollar per year, Miss Adams is not in any sense asking for charity, but simply for a chance to help herself, competent judges having assured her that one year of such tuition will enable her to support herself and her parents. Blind from infancy, Miss Adams was educated at the Columbus Institute, where she made the intimate acquaintance of her present hostess, the kindly matron of the Home, at No. 16 Walnut Street, who will gladly furnish further information and take charge of subscriptions. Investigation proves that Miss Adams is in every way worthy of assistance. Let each one who is able help her on in her undertaking, and her darkened way will be made bright with hope and courage.— *Jessie C. Glasier.*

SOUTH AUSTRALIA.

NORTH ADELAIDE.—The Industrial School for the Blind, established a few years ago, is steadily growing, and employing an increased number of workers. Thirty-two inmates are reported on March 31st of the present year. Of these workers, all of whom were previously dependent upon friends, twenty-one now earn enough for their own support, and have gained the courage and hope which comes from self-dependence. Others are becoming more skilful, and are doing something toward self-maintenance. Brush-making is the leading industry. Baskets and mats are also made, and chair and couch caning and finishing have been introduced within the year. The establishment employs a manager, a home teacher, and two commercial travellers, all of whom are blind. The home teacher, Mr. Sterne, reports 1,123 visits made to blind persons during the year, in which he has taught them to read embossed types, and has circulated the books belonging to the library, which now numbers over 500 volumes. The library has been greatly aided during the year by the Braille Writing Society, which has transcribed eleven volumes. The school also has a choir which often travels and gives concerts for its benefit. While on these trips, the members are paid the wages they would have earned in the shop. They are hospitably entertained, and the surplus receipts aid the establishment.

TEXAS.

AUSTIN.—A programme of the third biennial meeting of the Alumni of the Texas Institution for the Blind is just received from the secretary, E. D. Mitchell. The date of the four days' session is not given. Among the papers read were several which discussed the subjects of special interest to the blind, as "Pianoforte Tuning and Repairing," "The Advisability of the Establishment by the State of an Industrial Establishment for the Blind," "Comparative Merits of the Braille and New York Point Systems of Writing." The next meeting will be held in the summer of 1892. The members of this association are assessed \$1 per year, and the fund thus created is used to defray the travelling expenses of members who might not otherwise be able to attend the meetings.

TURKEY.

CONSTANTINOPLE.—The school for the blind has just been opened, with a present enrolment of twenty pupils.—*Valentin Haüy*, for September.

WYOMING.

THE *Index* states that a committee from Wyoming visited the Colorado School last summer and examined its work, and that it is now arranged that the deaf and blind of Wyoming and Idaho will be sent to the Colorado School to be educated, the charge being \$250 per annum.

EDITORIAL NOTES.

THE point-writing machine, invented by Mr. Auger, of Lowell, (and mentioned in our last number), has been perfected, and sent to Washington to be patented. The inventor says that it is simple in construction, works rapidly, and that a person can learn to use it in five minutes. The model will be sent for our examination, and we shall then be able to give a full description of it. Meanwhile we await the arrival of the point-writer from Texas.

* * *

IN England and upon the continent the friends of the blind are bringing them into closer relations with the general public by diffusing among the sighted a knowledge of point-writing. The Braille Writing Societies are active agencies in this work; and recently we have received from Paris, a new device, by A. Schoenfeld, Sr., 5 Rue Beudant, looking in the same direction. The invention consists of a sheet of thick paper printed upon one side, in violet ink, with successive rows of such groups of dots as would be produced by filling the cells of a Braille ruler. On the first line the six dots of each group are numbered, and on the margin at the left of the page the system is explained, and the alphabet given in the numbers indicating the dots of which each letter is composed. The writer wishing to make the letter *d*, for example, looks in the margin, and, seeing that it consists of the dots numbered 1, 4, and 5, he punches these dots in the proper group. Thus seeing persons, with little or no previous knowledge of the system, are enabled to write a Braille letter.

THE manufacturers of the Franklin type-writer have sent one of their machines to our office for inspection. We cannot yet express positive opinions as to the merits of this new-comer into the field, as we have been able to give it little more than a cursory examination; but it impresses us favorably. The writing is in full view, and the light weight and moderate cost of the machine make it desirable. The blind are learning that a type-writer is indispensable, and we welcome the appearance of any machine that possesses for them special advantages.

* * *

THE young lady in Ohio who is so bravely struggling to earn the means to complete her education (see page 333) has our best wishes. We have the assurance of friends who know Miss Adams that she *deserves* success, and we cordially commend her efforts to the attention of our readers.

* * *

THE editors of *Santa Lucia* (Childwall, Richmond-on-Thames, Eng.) are publishing three new volumes, which will be issued shortly. They are *Revelation of St. John, the Divine, Revised Version*, with notes in Greek (Worcester system), price 5s.; *Almanac for 1892*, price 1s.; and *Life of Jenny Lind*, price 2s. 3d. Postage extra.

* * *

WE are indebted to the *Evening Times* and the *Glasgow Weekly Herald* (Scotland) for very kind and complimentary notices.

THE MENTOR

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MUSICAL EDUCATION OF THE BLIND: ITS ORIGIN, OBJECT, REQUISITES, METHOD, AND RESULT.

BY MAURICE DE LA SIZERANNE.

CHAPTER III. (*Concluded*).

IT is better to train only one blind man a year, and to give him the means of earning his living, than to train three, four, or even more, and not think about the way in which they will employ the knowledge which they have acquired. What, indeed, is in too many cases the result? It is deplorable! Here is a pupil leaving school. He is a tolerable musician, and might hold a situation, as so many others have done. But, after the last prize-day, the head of the institution may have said to him: "Well, you have taken prizes, you are competent [there is a proneness to exaggerate this competence]. Now show yourself a man, and try to make good use of what you have learned here." Very good. What will happen? The young man (or young woman) goes back to his parents. Whether they are mechanics or peasants matters very little. For all that he knows, there is not one piano to be kept in tune. To whom should he apply, in order to find a place,—to the clergyman, the squire, or a customer?

So one Sunday his father (or mother) puts on his best clothes, and sets forth to introduce his blind child, arrayed in his college dress, at the hall, the parsonage, or at the house of a benevolent customer.

These people are incredulous : they do not think a blind person capable of doing anything. For mere curiosity, they ask the poor suitor to sit down to the piano or the harmonium ; and he does so, trembling. He has not touched the keys for several weeks,— nay, sometimes for several months. He is very nervous. His fingers are out of practice, his memory is rusty. However, he tries to compose himself, feeling that it is a solemn moment. He tries to play the piece which he performed at his last examination. It is often a piece not at all suited to such an audience. Moreover, he plays it badly. What, then, is the impression produced ? The patron is astonished that a blind man can do so much ; but he thinks at the same time that it is merely curious, that he cannot employ the performer, and sends away the parents and their musician, with a few words of encouragement and a promise to think of him when an opportunity occurs. We know what that means. The opportunity never comes. Time flies. The fingers not yet sufficiently supple become more and more clumsy. The moderate stock of knowledge fades away. Despondency and idle habits ensue. The blind man feels himself a burden to his family. Too often they even take pains to make him feel it ; and, if he is too much trouble to his parents, they gradually drive him to go out and beg. Then all is over with him. Energy, acquired knowledge, everything, melt away. The blind man is ruined ; and, even if some fortunate circumstance some day enables him to find a situation, he would no longer be either morally or intellectually fit to occupy it.

This sad story, which is that of many blind musicians without guidance or protection, sends an echo to the schools where they received their education ; and the consequences are fatal. In fact, the pupils know that Pierre and Josephine were thought good players. It was they who played when a stranger visited the school. They took the first prizes, etc. They know that these musicians have not found employment, and are in distress. This is not very encouraging ; and they say to themselves, “Why should we take so much trouble ? Anyhow, we shall know enough to perambu-

late the streets of our village or to earn a few pence by making list shoes." The teachers and managers of schools say sententiously: "The blind are lazy and indolent. They get into loose habits. It is impossible to get more out of them than we do."

And so everybody goes to sleep, dissatisfied with others, but satisfied with himself. The standard of musical education, already low, falls still lower. The results sink to *nil*.

This is what lack of patronage, or insufficient patronage, does for blind musicians. These results are as disastrous to the schools as to the individuals. When once a school ceases to care about the practical result produced by its teaching, it inevitably works in the dark and makes no progress, relieved as it is from an indispensable check. Caprice enters into its system. Fancy pupils are turned out, dubbed musicians, organists, or piano teachers, and declared excellent, which is easy enough. The first prizes are given to them, which is easier still. Then, when they have left school, they live in wretched poverty, unknown or forgotten.

For a blind woman, music, studied seriously in a practical manner, with a definite end in view,—namely, employment,—is the best professional training which can be given her.

A blind musician of even moderate ability, but knowing thoroughly what she knows, and knowing what it is useful to know in order to qualify her to fill the places which might be offered her, can manage to earn, as organist and teacher, being occupied from one to six hours a day, her board, lodging, washing, mending, firing, and about three hundred francs a year.

This is not a fortune, to be sure ; but it is a competence. It is almost always in orphanages, hospitals, and boarding schools that they are so employed ; and these are safe places. Many enter at the age of twenty, and remain till they are old. Some even end their lives there.

Anyhow, this result is far better than that obtained by a blind woman who devotes herself exclusively to manual labor, for whom it is very difficult to secure a regular net receipt of seventy-five centimes per day of at least ten hours.

An easy career open to the blind is that afforded by *cafés-concerts* and balls. In order to play the accompaniments at a *café-concert* or dance music at a ball, a certain amount of knowledge is undoubtedly needed. Knowledge of the world is wanted, above all. But brilliant execution is not indispensable, nor need one be a profound musician. It is enough to have an ear for music and a perception of time, and to know enough of harmony to catch with ease the bass in an air, otherwise easy, which one has to accompany.

Often enough blind men are met with who have not sufficient physical or mental capacity to become thorough musicians, but who succeed very well in this kind of work, and who would succeed still better if they had been prepared by special training. I know of no school which has avowedly prepared its pupils for this career,—somewhat hazardous from a moral point of view,—and one cannot blame the schools for this.

Examples are not lacking of blind men who earn their living wholly or partly in this way, and who remain steady and respectable people; but the experiment is dangerous, the descent is easy, yet the business has some advantages. Only the evening hours from eight to twelve are occupied, and the four hours' earnings vary from four to twenty francs. The pay is higher still in the case of a ball night. The day is left free for tuning pianos and giving lessons. But the fatigue is rather great; and, in order to stand it, a good physical constitution is needed. And, if the employment extends to *cafés-concerts* as well as to private parties, a moral constitution still more robust is required, in order that the players may avoid being drawn into the kind of careless irregular life led by the majority of those with whom they come in contact, and that they may also keep clear of drink.

It seems to me, then, that one cannot recommend the blind to follow this profession, the material advantages of which are often outweighed by its moral drawbacks.

Musical education for the blind has a certain number of opponents, I admit; but, if we look for the reasons for this opposition, we find that it arises from a misapprehension or

imperfect knowledge of the question, sometimes from a preconceived idea taken from some philosophic theory. There is for example, a misapprehension when certain opponents of musical education suppose that its advocates wish to make musicians of all blind persons. We think, on the contrary, that a very careful selection should be made from among blind children. As for those who become blind in youth or adult life, it is sometimes possible to make tuners of them, but never thorough musicians.

The number of blind persons for whom manual labor will remain their sole resource will always be large, — alas! too large! when one considers the matter impartially, and sees how precarious their position is. Others oppose musical education, relying on the examples of blind people to whom they too readily give the title of musicians, who have not been able to achieve a suitable position, and who lead the miserable life of which I have spoken above. These opponents have not, I think, sufficiently studied the question. They should have taken into account that this failure arises either from the incapacity of the pupil, who has rashly taken up the study of music, or from imperfect education, which has not made thorough musicians of them; or from the want of patronage, or from misconduct. I think I have dealt sufficiently with these different points in the paper which I had the honor to submit to the Amsterdam Congress in 1885, "Position of the Blind in France in 1885," to which I may be allowed to refer the reader.

And now a few words by way of recapitulation and conclusion.

Musical training remains the best professional training which a blind man can receive, but only on condition that it is thorough and adapted to the faculties of the pupils; that a judicious selection should divide musical students into two classes, with different courses of study; that this training should be given by really competent masters, with suitable appliances, in a musical atmosphere, and under competent management.

Then let an influential and zealous body of patrons find

employment for a blind musician and follow him throughout his career.

Lastly, I wish that there should be no mistake, and that it should not be supposed that I am so bold as to wish to make all blind people into musicians. No ! that would be utterly chimerical ; but I entreat the influential friends of the blind not to systematically exclude them from the only career which has hitherto sufficed to procure them a comfortable living, and I ask them to clear their ideas more and more as to what is needed in order to constitute a real school of music, capable of producing thorough musicians.

ONE ELEMENT OF SUCCESS.

STUDENTS of human nature are often at a loss to account for the failures among people who have had every opportunity to prepare themselves for the battle of life, and whose training has been carefully supervised with a special, clearly defined object in view. We are too prone to attribute success to tact ; and, while tact counts for as much as talent in the race, all success cannot be ascribed to it, nor all failure to a want of it. There are to be found, in all the professions and in all business pursuits, men who have great native talent, and whose advantages in the way of preparation for work have been the very best, and yet they fail. On the other hand, we meet men who have but fair natural ability, and who have had but limited opportunity for preparation, and yet they succeed in an eminent degree.

Perhaps this is nowhere better illustrated than in the practice of medicine. The successful physician—I mean successful in the sense of accumulating money—is more frequently than otherwise a man of limited education and only fair natural ability. This fact is so potent that it not infrequently calls out comment from intelligent and well-educated people. Some ascribe this state of affairs to the fact that there is in the practice of medicine a better opportunity for

the display of buncombe than elsewhere. The simple explanation is that a pleasant address, the use of polite and "clean" language, the exhibition of good taste in dress, and the general demeanor of a gentleman in its broad sense, are more essential to success than college training. Go into the country or small towns, where most of our graduates must live and labor, and pick out the successful business men, and you will find in many cases that success is due more to a pleasant address and good habits than to any other cause. A rude, boorish man is usually shunned, and a man of bad habits is not usually trusted.

The infirmity of blindness, like other infirmities, makes a person conspicuous; and an unfair world will detect and condemn a peculiarity of habit or manner in a blind person that it would never see in a person not afflicted. Again, this same unfair world is slow to appreciate the ability of a blind person to do what he claims he can, and consequently does not wish to employ him. At the very outset of his career, after leaving school, the blind boy should study how best to overcome these two great stumbling-blocks. There is one safe, certain way to meet them. Let him conduct himself in such a manner that people will cease to look upon him as peculiar or conspicuous, and let him do all his work in such a way that the result will appeal to the good taste and common sense of those among whom he labors. Cultivate good habits and manners. Their importance cannot be overestimated. The blind boy who indulges in the use of bad language deliberately handicaps himself, and has about the same chance to win as the runner who lashes his feet together before he starts. It is true that there are communities in which the use of bad language is so common as not to excite comment; but even in such communities the man of cleanly lips will be looked upon with favor, and his chances of success are better than they would otherwise be.

The worst habit that a blind man can acquire is that of drinking intoxicating liquor and visiting saloons. I think the most pitiable spectacle eyes ever beheld is a drunken blind man. And, although the habit of using strong drink is

of itself demoralizing, the bad habits and evil associations it engenders is the most serious feature. There are uses to which alcohol, in various degrees of dilution and combination, may be put to the advantage of the human race; but use as a beverage is not one of them. No man can visit a saloon habitually, I am almost ready to say visit a saloon at all, and be as good a man as he would otherwise be. There is something contaminating about the very atmosphere of a saloon; and the opportunities it offers for contracting evil habits and manners are as potent as they are insidious.

Although drunkenness is probably the most deplorable of all habits, it is fortunately not so common as another,—that of using tobacco. This is a habit cultivated at the expense of physical pain. Who ever enjoyed his first chew? I have often thought the matter over, and I candidly confess that I have been wholly unable to determine what impulse moves a boy to take his first lessons in the use of tobacco. Some say that it “looks smart” to chew, and others that it is a sure sign of approaching manhood to be able to chew and not look like a *cadaver*. Neither explanation will do.

When the Europeans who visited America in the early days took tobacco home with them and introduced its use there, it was said, by some, that it was the work of the devil, who had taken this means to demoralize mankind, and thereby strengthen his power. In the absence of a better explanation, this one is offered. Seriously, of all simple habits of intelligent people, the habit of using tobacco seems to me to be the simplest. It is begun with actual discomfort, and continued to the physical, financial, and æsthetic degradation of the victim. No intelligent person, who has investigated the matter, will claim that the use of tobacco is not injurious to the physical organism. A long train of nervous, heart, and throat troubles are due to it. While it is true that many strong, vigorous, and healthy men are slaves to the tobacco habit, it is equally true that they would be stronger, more vigorous, and more healthy without it. I have had friends say to me that, if I knew what a pleasure it is to smoke a cigar after meals, I would begin at once. I always look upon

these friends with genuine commiseration. They do not seem to realize that this blissful condition induced by the use of tobacco is simply the normal condition of a person who does not use it. The system is poisoned, and must have more, or discomfort results. Suppose the morphine-eater should say to our smoking friend that, if he knew what a pleasant sensation a few grains of morphine produces, he would begin the habit of using it. Our friend of the cigar would be shocked; and yet in both cases it is simply a poisoned system calling for more.

I do not mean to say that the two habits are equally bad. They are similar in nature, but different in degree. Cigar-smoking is not so hurtful as cigarette-smoking. The bad effects of the latter have been mentioned so often in the press that any mention here would be a superfluity. We read but little about pipe-smoking, for the reason, I think, that it is so palpably bad that nothing that can be said can do it justice. If there is anything that titillates the olfactories more offensive than the fumes from an old pipe, I have never discovered it; and I have visited glue factories and rendering establishments, and crossed the Chicago River twice.

If there is any one who does not believe the habit of using tobacco expensive, let him examine and carefully consider the government statistics in the manufacture of tobacco. In many of the large cities of the Union may be seen mammoth buildings, covering acres of ground, filled with costly machinery, representing immense investments of money. At evening working-people pour from their doors like a June swarm of bees. The wages of these people, in the aggregate, amount to an immense sum. The users of tobacco not only pay for these buildings, the machinery, and the wages of the workmen, but put in the coffers of the manufacturers millions of dollars.

If there is any one who does not think the habit of using tobacco to an extent degrading, let him ask the candid opinion of his lady or refined gentlemen friends. A breath polluted with the odor of tobacco is no "open sesame" to

good society, and the possessor of it will not usually be a welcome visitor. In the chewing of tobacco, the habit reaches the apex of its iniquity. To chew means to spit; to spit, to pollute. Sometimes it is the floor that suffers, sometimes the clothes, and always the standing of the chewer. If there is anything picturesque about tobacco-stained teeth and lips, I have not the taste to appreciate it; and, if there is anything suggestive of beauty or elegance in a frescoed shirt front, the artist will have to point it out. A blind man does not know where he is spitting; and, when he goes to an open window, and imagines that he is simply sprinkling the lawn, he may be spoiling a day's washing or lending a sombre hue to the beautiful foliage of valuable plants.

Success is often due to a neat personal appearance. The young man who habitually goes without a collar and tie, who does not keep his shoes blackened, and who is indifferent to the fact that the "part" in his hair runs on the bias, will suffer for his neglect. It is not necessary that the other extreme be reached, and a dude developed; for a person over-fastidious is tiresome, and the fear of injury to his elegant make-up prevents him from making any vigorous effort. Let "our boys" show their good common sense. An exhibition of it will teach them to shun the saloon and its *habitués*. It will tell them that using tobacco is injurious in many ways,—physically degrading, expensive, and repugnant to the nicer feelings of our nature. It will teach them that there can be no excellence without hard work, and that a pleasant address and good habits are potent factors in success.

" Ill habits gather by unseen degrees,
As brooks run to rivers, and rivers run to seas."

J. T. S.

Missouri School for the Blind.

SOME MICHIGAN STATISTICS.

IN the following summary of aggregates and averages pertaining to the blind and purblind inhabitants of the State of Michigan, based upon returns of the annual census of special classes described in the October *Mentor*, the statistics of the partially blind are combined with those of the blind, upon the assumption that only such of the former have been enumerated as are practically and properly members of the sightless class.

According to the eighteenth Annual Abstract of Statistical Information of the Defective Classes in Michigan,—a pamphlet of 48 pages of tabulated data,—there were in the State in April, 1890, 706 blind persons, 441 males and 265 females, including 85 persons (53 males and 32 females) returned as partially blind. It is highly probable, however, that the number reported by the assessing officers does not exceed one-half of the true number of such persons in the State; for in the year 1880, according to the Tenth United States Census (as stated in the *Mentor* for March last, page 84), there were in Michigan 1,289 blind persons in a total population of 1,636,937,—an average of 787 blind persons in each 1,000,000 of the aggregate population,—or, by sex, 743 males and 546 females,—an average of 862 blind males in each 1,000,000 males and of 705 blind females in each 1,000,000 females of the general population. At this ratio for Michigan—namely, 1 blind person to each 1,270 inhabitants,—supposing it to have remained constant for the past decade there would be now in the State not less than 1,649 blind persons in the total population of 2,093,889, as found by the Eleventh Census; and, even at the 1884 ratio of 1 blind person to each 1,515 inhabitants, the present number would exceed 1,380 blind persons.

Of the 706 blind and purblind inhabitants returned by the annual enumeration of 1890, 427 males and 257 females, or 97 per cent., were of the white race; 290 males and 190 females, or 68 per cent., were natives of the United States;

127 males and 59 females, or more than 26 per cent., were of foreign birth; and the nativity of 24 males and 16 females was not reported. 159 males and 109 females, or about 38 per cent., were children of native parents; 169 males and 74 females, or over 34 per cent., had both parents foreign; 23 other males and 23 females had 1 foreign parent, making 289 persons, or 41 per cent., having one or both parents foreign; and 154 others (88 males and 66 females), or nearly 12 per cent., had the nativity of one or both parents unknown.

Of the 372 blind and partially blind males reported (exclusive of 56 pupils and 13 other children), 65, or 17 per cent., were without occupation; and of the 218 females reported (exclusive of 38 pupils and 9 other children), 58, or nearly 27 per cent., were unoccupied; while 308 adult males and 160 adult females had occupations assigned, some of which, however, must refer to callings pursued by them prior to the loss of sight.

In 109 of the 705 cases returned, the causes of blindness were unknown or not reported. Of the remaining 597 cases, 68, or 11 per cent., were congenital; 95, or 16 per cent., were from inflammation; 62, or 10 per cent., from cataract; 27, or less than 5 per cent., reported as caused by "old age"; 102 males and 13 females, or 19 per cent., from accidents, injuries, explosions, burns, lightning, hit with a stone, etc., including 18 injured in the United States army and 17 injured in mines; 20 males and 20 females from nervous diseases, neuralgia, paralysis, amaurosis, brain-fever, meningitis, etc.; 17 from a cold, exposure, etc.; 9 from scrofula; 12 from erysipelas; 6 from small-pox; 17 from scarlet-fever; 14 from malarial, typhoid, and other fevers; 14 from overwork; 5 from intemperance; 5 from sunstroke; 6 from glaucoma; 18 from various minor diseases of the eye; 22 from diseases of children, diphtheria, measles, chicken-pox, and teething; 14 from various other diseases, less than 1 per cent. from each cause; and 13 from "sickness" not otherwise specified.

Of the 706 cases reported, 101, or 14 per cent., had been afflicted less than 5 years each; 128, or 18 per cent., 5 to 10

years; 218, or 31 per cent., 10 to 20 years; 224, or 32 per cent., for periods varying from 20 to 70 years; and 35, or 5 per cent., for unknown periods. These numbers include 70 cases, or about 10 per cent., where the blindness had continued "during life"; *i.e.*, from birth.

344 persons, or nearly 49 per cent., had been under medical treatment for longer or shorter times; 142, or 20 per cent., had never been treated for blindness; and concerning 220 others the fact of treatment was not reported. 197 persons (118 males and 79 females), or 28 per cent., had been inmates of public institutions for the education of the blind, 56 males and 38 females being at the time pupils in the School for the Blind at Lansing. 118 persons were inmates for terms less than 5 years each, 68 for terms between 5 and 10 years, 5 for 10 or more years, and 6 for unknown terms; while 236 males and 130 females had never been inmates of any such institution, and concerning 143 other persons the facts under this head were not reported.

As to conjugal condition, 174 males and 109 females were single, 204 men and 87 women were married, 58 men and 68 women were widowed, and 1 man and 1 woman were divorced. The mental condition of 604 was reported as intelligent, that of 69, average; and of 13, idiotic; while that of 20 was not reported. The health of 524 was reported as good; that of 50, average; and that of 73 males and 52 females, poor. The habits of 627 were good; of 15, average; of 16, bad; of 31, unformed; and of 17, not reported.

317 males and 204 females, or about 74 per cent. of the whole number, were supported by themselves or friends; 85 males and 46 females, by the public; 24 other males and 6 females received public aid. 157 males and 100 females had no estates. The estates, if any, of 145 other males and 92 females, were not reported. Of the 139 males and 73 females who had estates, 43 males and 30 females had estates valued at less than \$1,000 each, 17 males and 3 females had estates valued at \$5,000 and over, and 43 males and 19 females had estates valued at \$2,000 to \$5,000 each. Of the 194 males and 89 females who had incomes, those of 30 males and 3 fe-

males exceeded \$500 per annum, those of 30 males and 10 females were between \$200 and \$500; those of 7 males and 15 females, from \$100 to \$200; those of 7 males and 2 females, under \$100. 120 males and 59 females had unknown incomes; and 115 males and 90 females had no income; while the incomes, if any, of 132 males and 86 females, were not reported.

As to age, 10 boys and 1 girl under 5 years were reported; 9 other boys and 10 girls were under 10 years old; 19 boys and 18 girls were from 10 to 15 years of age; 19 boys and 14 girls, from 15 to 20 years; 37 men and 25 women, from 20 to 30 years; 36 men and 20 women, from 30 to 40 years; 50 men and 25 women, from 40 to 50 years; 75 men and 31 women, from 50 to 60 years; 76 men and 41 women, from 60 to 70 years; and 109 men and 79 women, over 70 years of age.

A. M. SHOTWELL.

STATISTICS OF MANUAL OCCUPATIONS OF THE BLIND.

[From *Le Valentin Haüy*.]

THE Valentin Haüy Association some time ago instituted an inquiry into the condition of the blind engaged in manual occupations. A schedule of questions sent out by the Association elicited a considerable number of replies. M. Jollois has classified them, and prepared a very clear *résumé* of their contents, of which we present the more salient points.

105 blind persons replied — more or less fully — to the inquiries addressed to them.

14 lived in Paris, 64 in different parts of France, 3 in Algeria, and 12 in foreign countries. The remainder did not give their place of residence. Concerning their conjugal condition, there were 15 single women, 1 married woman without children, 57 single men, 9 married men having from 0 to 3 children, and one widower without children.

46 had served their apprenticeship in Paris, 14 in various towns of France, and 6 in other countries.

Classified by occupations, we find 18 engaged in brush-making, 9 in re-seating chairs with straw, 12 in re-seating with cane, 7 making baskets, 16 making twine and nets, 4 making straw matting, and 7 employed in knitting.

The daily earnings at the several trades may be rated thus:—

	<i>f. c.</i>	<i>f. c.</i>	<i>f. c.</i>
Brush-making,	from 1.25 to 4.00;	average, 2.60	(52 cts.)
Re-seating with cane,	" .50 to 1.80	" 1.40	(28 cts.)
Re-seating with straw,	" .30 to 2.50	" 1.40	(28 cts.)
Basket-making,	" .50 to 3.00	" 1.60	(32 cts.)
Twine and net making,	" .10 to 1.25	" .75	(15 cts.)
Making straw matting,	" 1.00 to 2.50	" 1.75	(35 cts.)
Knitting,	" .10 to .60	" .25	(5 cts.)

The profit of a blind workman appears to be half that of a seeing workman at the same trade.

The information given concerning annual expenses and the cost of maintenance were insufficient to lead to any results. We can, however, as a suggestion, give the value of the stock consumed annually by a few blind brush-makers. Four workmen who have been established in business for more than three years, and have regular employment, use each year stock to the following amounts: the first, 2,150 francs (\$430); the second, 815 francs (\$163); the third, 770 francs (\$154); the fourth, 225 francs (\$45). Two others who have been in business two years have used annually stock amounting in value, in one case to 800 francs, and in the other to 250 francs. Four workmen, established in 1890, used in the course of the year stock to the following values: the first, 2,369 francs; the second, 1,095 francs; the third, 869 francs; and the fourth, 694 francs. About two-thirds of these workmen sell the product of their labor to individuals. The remaining third work for patrons who give more regular employment, but pay lower prices.

Nearly all the letters received by the Association show the difficulty which these workmen experience in disposing of the products of their labor. The causes of this difficulty

are, for the most part, of a general nature, and affect all workmen of the same trade ; but a few relate to the condition of the blind, and deserve our special attention.

In the first place, the prejudice of the public against the work of the blind is mentioned. This prejudice, which is by no means justifiable, holds simply because the public is not yet sufficiently acquainted with their work. That which is remarked in an individual is attributed to the class. The blind are still considered as novices,—apprentices in the world of labor,—and it is required that they stand a long test before entire confidence is placed in them. But that time will come, undoubtedly; and the Valentin Haüy Association will greatly aid in accelerating the movement in this direction.

Another difficulty of which the blind complain in working for individuals is the securing of patronage. The necessary steps are tedious and demand expensive journeys, the blind person almost always needing a guide.

In this connection, one of the letters received by the Valentin Haüy Association is particularly interesting. The writer complains that associations established to benefit the blind attend only to general matters, and do not work for individual cases. The reproach is unjust; for a great many persons could be mentioned who owe their success in business to the moral support of the Valentin Haüy Association and the connections which it has formed for them. But it should be understood that a blind person ought not to be left to himself, a prey to his own necessities. It is requisite that every blind workman should be aided and sustained, in order to conquer the difficulties of starting in business.

It is evident that the difficulties experienced by blind workmen are those to be expected in all new enterprises; but, measuring the amount accomplished within a few years, we can have confidence in the future.

F. LAURENT,

Director of Workshops for the Blind.

Paris.

SUCCESSFUL BLIND MEN:

THE BLIND BROTHERS.

[*New York News.*]

Two of the most remarkable blind men in this country are Lewis B. Carll and his brother Frederick. Not only are they both distinguished for superior qualities in their respective callings, not only have both proved superior to misfortune, but they bear such a striking resemblance to one another that it is almost impossible to tell brother from brother. This would not be so extraordinary if they were twins; but such is not the case.

Lewis is several years the older of the two. Both were born blind, and have had to make their way in the world handicapped by nature from the start. A pale, refined countenance, blue, sightless eyes, a black mustache and beard slightly tinged with gray, are characteristics of both. Nor does the resemblance end here. Listen to Frederick speak, and you would insist it was Lewis's voice. Observe Lewis's manner, and nothing could persuade you that you were not in the presence of Frederick.

They come from an old Long Island family that for a long time resided at Whitestone. When Lewis was but a boy, he was sent to the New York Institution for the Blind, at Thirty-ninth Street and Ninth Avenue. Frederick was also sent there some years later. While pursuing their studies in this excellent school, they developed divergent tastes. It was the ambition of Lewis to become a great scholar, while his brother took a more practical view of life, and determined to embark in business. The same persistency and pluck, however, distinguished the efforts of both.

After leaving the institution, where he had already shown a marked genius for mathematics, Lewis went to a private seminary to prepare himself for college. He was an indefatigable student, committing his lessons to memory by having them read aloud to him. He also transcribed them into the

alphabet for the blind, which he had acquired at the New York Institution, in order that he might go over them again at his leisure. By these difficult means he became proficient enough in the classics and other branches to pass a college examination. He entered Columbia College, and graduated from that university, after the usual four years' course, second in his class. This was a remarkable achievement, when it is considered that Seth Low, now the President of the College, was the first prize man.

Professor Peck has stated that Lewis B. Carll has the finest mathematical mind in America, and this is undoubtedly true; for he has written a work on the higher mathematics that is a recognized standard, and which no other mathematician has dared to attempt. He was ten years working on the subject. At present he is following the profession of private instructor to young men who look forward to a college course.

Frederick Carll, when he left the Institution for the Blind, purchased a news stand at the corner of Thirty-second Street and Fourth Avenue. At the time he launched forth upon this venture, the stand was doing only a fair business. Under his able management the business grew rapidly, until now it has assumed considerable proportions. He has established several extensive routes of news service, besides building up the local patronage; and it is said that he is making money. Although, from the nature of his business, he must deal largely in small coin, he rarely makes a mistake. He makes change so rapidly and correctly that few of his customers imagine he is blind. * * *

EMBOSSSED SYSTEMS: A WORD FROM
MICHIGAN.

THE high character of our American schools, as well as those abroad, enables them to offer every facility by which ambitious blind persons can make themselves, in one way or another, factors in the busy drama of life. Every effort is put forth to advance their educational interests,—in literature, music, and in the acquirement of various trades; and to this end every person truly interested in their behalf is laboring. Many ideas have already been expressed through the generous columns of *The Mentor* concerning machines for writing in the point systems now in use. This bespeaks a determination to a final settlement upon some one of these systems, instead of having so many embossed methods as are now taught in our schools.

While we concede that the line letter may be more readily used by those possessed with sight in instructing the blind in reading, it should not be forgotten that it is the blind who should receive the first consideration,—even to some inconvenience of those who see. I am well aware that those who learned to read the line type at a very tender age will say that they prefer it; but the main thing to be considered is the best method by which the greatest number of the blind can be prepared to do their own reading. This should outweigh every other consideration. I have thoroughly acquainted myself with the various point systems now in use,—the New York, the old Braille, so called, and the modified Braille systems, all of which have many good features,—and I am fully satisfied that the modified system is the only one which should receive support, as it is the best in point of space and in labor-saving in writing, is easy to comprehend, and is by far the most elastic. The Braille musical system is surely complete, and covers every necessity to the student of music.

The interest in behalf of the modified Braille and the Braille musical notation is fast increasing in this country, and

we hope the time is not far distant when our printing-offices will see the necessity of preparing a stock of good printed matter in the modified system, and give us just what we now most need. Let the printing-office at the Boston School lead off in this worthy enterprise, and then the reform will have properly begun. So hasten the day!

A. C. BLAKESLEE.

A TELEGRAPH OPERATOR.

A TELEGRAPH operator in the *Inter-Ocean* (Chicago, Ill.) tells the following story concerning a fellow-operator in a Connecticut town, who had for some time been working on the same line. On the day in question there was a rush of business, and the narrator, who had been driving at full speed, says of his fellow-worker,—

“He never broke and gave O.K. for the message, and I started in to work with another office on the same line, when this fellow called me (that is, he broke in on my sending), and wanted me to repeat the message that I had but a few moments before sent him.

“Well, I repeated it, and, when I got through, he said: ‘You will please excuse me, but I wrote the first message on the back of a blank, and the boy couldn’t read it [there is printing on the backs of the blanks]. I’ll try and be more careful in future.’ I thought it rather queer that an operator would write a message on the back of a blank, so I asked him how he came to do that, and he said: ‘Why, don’t you know? I’m blind.’ I found that he was really blind. He takes his messages on with a pen, but employs a boy to read the messages to him that are to be sent. He does as good work as any of his fellow-operators.”

SCENE: post-office near Boston.— Enter stout, blind gentleman. Touching what he supposed to be the shaggy coat of a dog, he stooped and was caressing it tenderly, when a sweet voice said, “Excuse me, sir, I was tying my shoe.”

The lady wore an astrachan.

SIGHT AND SIGHTLESS DRAUGHTS-PLAYING.

VIII. IRREGULAR POSITIONS.

IN the October number we gave a game played by a blind expert and the Empire State's champion. In this number we take pleasure in publishing one by another sightless player and a gentleman of the Keystone State, well known in draught circles, together with his letter from the Pittsburgh *Chronicle Telegraph*:—

My dear McAteer,—I could not keep quiet any longer. At Watkins, N.Y., I recently met a gentleman who has been unfortunately afflicted, having been blind since he was ten years of age,—Mr. Frank Severn. He is thirty now. Has had seven years' schooling at the Asylum for the Blind, Batavia, N.Y. For years he has defeated his townsmen, and all strangers who happened along, at checkers. He plays on a board of peculiar construction, and the checker pieces are square and round, and he familiarizes the position by touch. We played five games. He lost the first two games. Then his old-time skill returned; and he drew the other three so adroitly, on original lines of play, as to leave in my mind serious doubts whether I could have won another game in a series of twenty. Mr. Severn is a student of Barker's "American Checker Player." Here is one of the games:—

No. 2 Cross.

11-15	19-10	2-7	27-24	10-26	27-24
23-18	14-23	17-10	1-6 <i>b</i>	30-23	9-14
8-11	26-19	7-14	28-24 <i>c</i>	7-10	20-16
27-23	6-15 <i>a</i>	25-22	6-10	29-25	14-17
4-8	19-10	9-13	24-20	5-9	*23-18
23-19	7-14	24-19	14-17	25-22	
10-14	22-17	3-7	21-14	11-15*	

(a) Mr. Severn knows the "book," but prefers to be original.

(b) 11-16, 30-25. Rd. wins.

(c) 27-23, 6-10. Sq. wins.

Sincerely,

J. W. EDGERLY.

Williamsport, Pa.

Among the many accomplishments necessary to become an expert draughts-player is the ability to maintain a proper defence against odds, as two versus three, or three versus four, etc. The first thing requisite in end games of this character, like those in which the pieces are even, is the calculation of the move.

In regular positions we have learned that in all cases when the pieces in one of the systems aggregate an odd number the one whose turn it is to play has the "move," and that, if they are odd in one of the systems, they must be odd in the other; and, consequently, it makes no difference in which of the two systems you count the pieces. In irregular positions this is not true; for an odd number cannot be equally divided in two systems, because the pieces must necessarily be all in one, or else an even number in one and an odd number in the other. For example: Square 1, 4, round 28. These are all in one system; namely, the stanchioned (see diagram in May number). Move 1-5, there are now an odd number in one of the systems, and an even in the other. Move again 28-32. We now have an odd number in one system and an even in the other. But, at the second move, the even pieces were in the stanchioned system, now the even number is in the plain system. By this it is clear that, if we have the odd number, when it is our turn to move, in one of the systems, we do not have it in both; and, consequently, we cannot hold the "move" in only one of the two systems. Now, as the "move" varies according to the fluctuations of the play,—from one system to the other,—it is of the utmost importance for the weaker side to entrench his or her pieces in that system in which they have the "move."

We have already learned that to have the "move" in regular positions is playing piece against piece in such a manner that one of the sides shall eventually capture or confine all of his or her opponent's pieces, so that they cannot be moved. The "move" in irregular positions can be better understood by examples on the board than by a concise definition.

Example 1.—Square 13, -21, round -22, square to move.

21-17, 22-18, 17-21, 18-22. Drawn. In this example the pieces are all in the plain system, and the king in 21 cannot escape so as to allow the piece in 13 to be moved.

Example 2.—Square 12, -20, round -19, square to move. 20-16, 19-15, 16-20, 15-19. Drawn. In this example the pieces are all in the stanchioned system, and the piece on 20 cannot escape, so that the piece on 12 may be moved. We say in the first example that the weaker side has the "move" in the plain system, because, if one of the pieces be removed from the stronger side, the former will have the "move" of the remaining one the same as in a regular position. And for the same reason we say that in the last example the weaker side has the "move" in the stanchioned system. But the following will show that neither side can have it in both systems.

Example 3.—Square 4, -8, round -10, round to move. 10 -7, 8-3, 7-11. Drawn. We say that round has the "move" in the stanchioned system, because, if either of the pieces of the stronger side be removed, round has the "move" of the remaining one. Now let us allow square to move to the opposite corner, continue 3-8, 11-7, 8-12, 7-10, 4-8, 10-6, 8-11, 6-9, 11-15, 9-14, 12-16, 14-9, 16-19, 9-14, 19-23, 14-9, 15-18, 9-6, 23-26, 6-9, 26-22, 9-6, 22-25, 6-9, 18-22, 9-14, 25-29, 14-10, 22-25, 10-14, 25-30, 14-17, 30-25, and round cannot hold the two kings in this corner, because the system is changed.

Again, suppose we have the following: Example 4.—Square -2, 13, 20, round -22, -27, round to move, which should be moved, the piece on 22 or 27? *Ans.* Always hold your opponent's piece in the system in which you have the "move." How shall I determine that system? *Ans.* When it is your turn to play, count the pieces in one of the systems. Either will do. If the number is even, you have the "move" in *that* system: if odd, you have it in the *other*.

We find that the pieces in cells 13, 22, are in the plain system; and, being an even number, we have the "move" in that system,—consequently, must hold the piece in 13 and move the piece in 27. Had we counted the other system, we should have obtained an odd number, which would have

shown us that we did *not* have the "move" in that system, but in the other. Solution: 27-23, 2-7, 23-27, 7-11, 27-23, 11-15, 23-26, 15-19, 26-30, 19-23, 30-25, 20-24, 25-30, 24-27, 30-25, 27-31, 25-30. Drawn.

Suppose the terms had been square to play instead of round, and 2-7 had been moved, what now? Let us count and see in which system we have the "move" now. The even numbers — namely, 20, 27 — are in the stanchioned system, and we must hold the piece on 20 because it is in a cell of that system, and let the piece on 13 go where it desires to. Solution: 23-26, 7-11, 26-23, 11-16, 27-32, 13-17, 32-27, 17-21, 27-32, 21-25, 32-27, 25-30, 27-32, 30-25, 32-27. Drawn.

The hedge, as shown in No. 2, in the preceding chapter, holds good in irregular positions as in regular ones. Let us take the following: —

Example 5.— Square -1, -10, round -3, 13, -16, square to move. Square has the "move" in the plain system according to the rule, and plays 1-6 to hold piece on 13, continue 16-11, 6-2, 13-9, taking the earliest opportunity to advance. 10-6, 9-5, 6-1, and hedges, continue 3-7, 2-6, 7-2, 6-9, 11-15, 9-13, 15-10, 13-9. Draw. Round cannot force an exchange, as square has command of cell 13.

If 27-32 had been played instead of 27-23, in first solution of example 4, square could have replied 20-24, and crowned his piece, or compelled the hedge and won.

Problem No. 11.—The Swivel. By J. H. Tregaskis. Square -14, 25, round 21, 27, 28, square to draw.

Solution: 25-30, 27-23, 30-26, 23-19, 26-23, 19-15, 23-18, 15-11, 14-10, 11-8, 18-15, 8-3, 15-11, 21-17, 10-6, 28-24, 11-15, 3-8, 15-18, 8-11, 18-22, 17-13, 22-18, 24-19, 18-14, 19-16, 14-10, 16-12, 6-2, 11-16, 2-6, 12-8, 6-2, 8-3, 2-6, 16-19, 6-2, 3-8, 2-6, 8-11, 6-1, 11-15, 10-14, 15-11, 14-10, 19-23, 1-6, 23-26, 6-2, 26-22, 10-14, 11-16, 2-6, 16-19, 6-10, 19-23, 10-15, 23-26, 15-10, 26-30, 10-6, 30-25, 6-10, 25-21, 10-6, 22-17, 6-10. Drawn.

H. S. ROGERS.

New London, Conn.

AT HOME AND ABROAD.

ALABAMA.

THE ALABAMA ACADEMY FOR THE DEAF AND BLIND reports fifty-six pupils in attendance November 5, this number being equally divided between boys and girls. A few cases of fever, which have occurred since the opening of school, seem to have yielded to proper treatment; and the patients have either recovered or are convalescent.

The new building for deaf and blind negro children will probably be ready for opening on the 4th of January.

COLORADO.

COLORADO INSTITUTE FOR THE DEAF AND THE BLIND.—It is with sincere regret that we learn, through the *Colorado Index*, of the illness of Mr. Manning, a teacher in the department for the blind.

Superintendent and Mrs. Ray recently gave a sociable to the teachers and officers of the school, on the tenth anniversary of their wedding. It is noteworthy that, of the seventeen or eighteen persons present on this occasion, not one was a native of Colorado; and all but three of the number represented different States east of the Mississippi.

FRANCE.

M. GUILBEAU, professor in the National Institution in Paris, has instituted a test of reading, in which a young blind man, M. Vieilhomme, read, in forty-two minutes (without being previously familiar with it), "*Le Lepreux de la Cité d'Aoste.*" Four children read it with unequal speed, but in less than an hour. "*Le Lepreux*" occupies, in ordinary print, 736 lines, with at least forty letters per line. According to M. Guilbeau, some of the Belgian blind read Braille still more rapidly; and it is a question whether the greater speed is not due to the fact that in Belgium children are in the habit of reading letters measuring 5 millimetres in

height by 3.5 in width, those generally used in France measuring 7×4 millimetres.

A pleasant innovation has been made at the Braille School. M. Péphau, the originator of this establishment, inspired with the ideas of M. Ernest Lavis, decided to make the day of reopening school a fête day. In the morning the teacher of the preceding year presented his pupils to their teacher for the new school year, and in the afternoon there was a reunion in which officers, teachers, parents, and pupils participated. M. Péphau made an address, which was warmly applauded, and the holiday closed with a fine concert.—*Le Valentin Haüy*.

HOLLAND.

WE have received the report for 1890 from the Prince Alexander Institution at Bennekom, Holland. It is a kindergarten for blind children, with accommodations for about twenty-five pupils. This kindergarten, as well as the general interest of the blind in Holland, is greatly assisted by the Society for Improving the Condition of the Blind in Holland and its Colonies. An additional pamphlet tells us about the benevolent work done by this organization, not only for the education of blind children, but in making it possible for blind people to earn a livelihood and take care of themselves.

IOWA.

IOWA has not forgotten *The Mentor*, although she has had nothing to say through its pages for some time.

Our school opened the first Wednesday in September, and now has an enrolment of 142 students, a large proportion of whom are children.

During the summer a few improvements were made and some new apparatus purchased. About three hundred new books were added to the seeing library, raising the number of volumes to about two thousand.

Five new teachers enter the faculty this year. One of these, Mr. Abbott, a blind gentleman from Maryland, succeeds Mr. Parker in the tuning department. This department has been only recently established; and last year, for the first time, a special teacher, Mr. Parker, of Boston, was employed. After one year of good work he resigned to return to the East, and Mr. Abbott was chosen to succeed him. Some of our young men show marked ability as tuners, and a few have already built up a good business.

While it is always pleasant to hear from the different institutions, yet we listen with even greater interest to hear from those who are out in the world. The school is no longer an experiment, but an accomplished fact. It has been proven beyond a doubt that the blind can be educated in most branches of science to an equality with their sighted fellows, so far as mental grasp and theoretical knowledge are concerned. The question now to be solved is, What practical use can be made of this education? This question must be answered by the blind themselves,—demonstrated by actual experience and achievement. Let us hear more from such. Let *The Mentor* be the blackboard where the world may read how this problem has been solved.

One of our graduates, Mr. James Muirhead, class of '87, has just entered upon a position as teacher in Arvillia Academy, North Dakota. He teaches violin, guitar, and some of the higher literary branches. His many friends in Iowa wish him success, both for his own sake and because it will be another demonstration of the capability of our graduates to hold such positions.

Just now we are looking forward with much interest and some anxiety to the opening of the Industrial Home for Adult Blind at Knoxville. The building is completed; and the commissioners are in session, making final arrangements. Quite a number are anxiously waiting admission. We hope later to give an account of the home, its object, present condition, and future prospects.

KENTUCKY.

THE AMERICAN PRINTING HOUSE FOR THE BLIND is located at Louisville, Ky. Under the provisions of an act of Congress, approved March 3, 1879, entitled "An Act to promote the Education of the Blind," it receives \$10,000 annually from the United States government. This sum, divided by the total number of pupils in schools for the blind in the United States, gives the allowance per capita. The printing is done in the line letter and in New York point, and each institution can select from the catalogue, annually, books and music to the amount of its quota.

The twenty-third annual report opens with the statement that during the year the Printing House "has distributed sixty-five volumes, and furnished various articles of apparatus for the instruction of the blind, to blind persons in the State and to the Kentucky Institution for the Blind." The number of pupils in the

various schools for the blind, for the year ending June 30, 1891, was 3,203, making the quota for each pupil \$3.12 +.

The Society for Providing Evangelical Religious Literature for the Blind publishes the *Sunday School Weekly* through this house. The New York Institution for the Blind uses its quota, under the direction of Mr. W. B. Wait, in preparing and publishing music in the New York point notation.

MICHIGAN.

THE present legislature of Michigan, at its last session, passed a law centralizing the several boards of control under fewer heads than formerly. The new board, to whose management is intrusted the School for the Blind at Lansing, consists of five members, including the governor of the State, who is its president. It entered upon its official duties in October, and will meet monthly for the transaction of business. At the October meeting Mr. John Fanning was appointed superintendent in place of Mrs. Josephine Pampell. Mr. Fanning adds the duties of superintendent to those of steward and book-keeper which he has hitherto performed, and entered upon his new cares November 2d. Mrs. Bush has been engaged as matron, and a few minor changes have been made. Mr. Fanning has had no experience in the management of a school for the blind, but he is a thorough business man and has the confidence of the school. We trust that no further changes will be made, as they are always disturbing and often demoralizing. We shall look to our new friends of the present board with the earnest hope that they will make themselves thoroughly acquainted with the affairs of our school in detail, that they may legislate kindly and wisely upon the all-important question of the best methods of educating its unfortunate pupils to aid them in becoming self-supporting in their several trades and professions.

A. C. B.

PRUSSIA.

THE general assembly of the Society for Promoting the Education of the Blind will be held at Berlin on Saturday, December 12, at 3 o'clock P.M.—*Der Blindenfreund*.

TEXAS.

TEXAS SCHOOL FOR THE BLIND.—We learn from *The Institution News* that the opening of this institution after the summer vaca-

tion was somewhat delayed by the new buildings, which were not completed. The school opened, however, September 21, with 118 pupils present; and in October the number in attendance reached 137. Mr. W. A. Harper, of the State University, has succeeded Miss Lucy Read, resigned, as assistant teacher in the literary department. The pupils are greatly interested in learning to use the new type-writers which have been introduced this term. Twelve of the punctographs invented by Miss Sthresley have been purchased for the use of the school, and are apparently giving great satisfaction.

W. L. Jackson, a young graduate, has established a broom factory in Llano, where he is said to be doing well; and J. Winters is studying telegraphy in Dallas.

EDITORIAL NOTES.

WE are constantly receiving letters of inquiry on subjects kindred to our work. Many of these involve personal considerations so far as to be unsuitable for reply through our pages. When those of general interest are sent to us, we shall, as far as practicable, answer them here. Such are the following, to which we reply *seriatim* :—

1. *What Latin books are printed in tangible type?* The American Printing House, Louisville, Ky., has published in New York point “Cæsar’s Commentaries” (price \$2) and Allen’s “Latin Vocabulary” (3 vols., \$6), and in line letter “Virgil’s Aeneid.” (\$3.50).

The printing office of the Perkins Institution, Boston, has issued in the line letter a volume of “Latin Selections” (\$2). The British and Foreign Blind Association, 33 Cambridge Square, Hyde Park, London, offers ten or twelve Latin volumes in English Braille, consisting of “Principia Latina” (2 vols.) and an accompanying vocabulary, and various selections from Cæsar, Cicero, and Cornelius Nepos, the prices given ranging from 3 to 6 shillings per volume.

Are there any German books so printed? How and on what terms could such books be obtained? Many of the German institutions for the blind do some printing in Braille. Among the most important of these establishments is that in Berlin. Address E. Kull, director of the School for the Blind in that city. Books for the blind are admitted free of duty.

3. *Is there anything approaching a system of short-hand in Braille or [New York] point?* We believe there is no short-hand system adapted to the New York point, except the various arrangements made by individuals for their own convenience. In Germany the subject of a Braille stenographic method has long been agitated, and such a system was offered at the congress which met in Kiel in August last. (See November number, pp. 316, 317.) We hope to give fuller information concerning this Braille short-hand in a future number.

4. *To what extent is two-cent or regular letter postage required on point and Braille letters? Is such requirement according to law? and, if so, is the law just?* It is in strict accordance with the law that point-written letters (either Braille or New York) require the regular rate of postage for the United States, Mexico, and Canada; but for many years the law has been slightly or not at all enforced, chiefly because postmasters are unable to decide the character of such matter,—they do not know whether it is “printed” or “written matter in the nature of personal correspondence,”—and have given the sender the advantage of their doubt. But, while we are obliged to pay two cents per ounce for domestic postage, according to the Lisbon treaty point-written letters to all countries of the postal union are charged only at the rate of one cent per two ounces. The following is a brief statement of the requirements of the law, furnished by the Boston Post-office:—

“All papers with raised points for the use of the blind,” sent to postal union countries, pay postage at the rate of one cent per 50 grams (2 ounces). For transmission and delivery in United States, Mexico, and Canada, the same as domestic letters or printed matter, respectively (2 cents per one ounce for letters, 1 cent per two ounces for printed matter).

This law, while just in intent, becomes unjustly burdensome in practice. A change can only be effected by legislation, and steps are already being taken to bring the matter before Congress at its next session.

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THE demand for the use of capital letters in embossed printing and writing is now general—almost universal. In the point systems they are represented either by a sign prefixed to the corresponding small letter or by a bulky character quite different from its prototype. In either case, the extra space which they require has been a hindrance to their adoption, and is, perhaps, the reason why they are not used in the New York point. In the French Braille, the sign \cdot , made in the front of the cell (dots numbers 4 and 6) is prefixed to letters as a capital sign, and the same sign is recognized in the English Braille, though but little used.

A simple solution of the difficulty could be effected in printing by enlarging the letter in all its dimensions,—height, width, and size of points of which it consists. Such capitals would be quickly recognized, would effect a slight saving of space, and

would be equally applicable in either the Braille or the New York point.

* * *

THE first volume of *The Mentor* closes with the present number. It went forth seeking to aid and encourage those to whose interests it was dedicated, and it has brought back the rejoicings of the blind and the commendations of earnest toilers in the same cause on both sides of the Atlantic. The hopes of its success have been more than realized, yet we seek for it a broader and fuller field of usefulness. Its pages are offered to all laborers on behalf of the sightless, as a vehicle for thought and inquiry, to convey their messages to the very people who need them most,—throughout the United States, Canada, New Brunswick, Nova Scotia, Australia, and most of the countries of Europe.

On the 1st of January we propose to increase the size of the magazine from thirty-two to forty pages, and to publish ten numbers for the year. This will make a volume of (at least) 400 pages for the year, instead of 368 pages, as in the first volume. The price will not be increased.

We ask the continued support of our subscribers and friends to enable us to improve the character of this magazine and to help us in reaching all those for whose advantage it is intended.

